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ABSTRACT

This teacher's and student's guide is part of a series of content-centered packages of supplemental reading, activities, and methods adapted for students who have disabilities. Parallel Alternative Strategies for Students (PASS) materials are designed to help these students succeed in regular education content courses. The content in PASS differs from standard textbooks and workbooks in several ways: simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. This guide is intended for teachers and students of American history and covers the time period prior to 1763 until 1940. The content is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. It is divided into 16 units of study that correspond to the social studies strands. Each unit in the teacher's guide contains: a description of the unit focus, suggestions for enrichment, an assessment, and an answer key. The teacher's guide appendices include instructional strategies, teaching suggestions, inclusion suggestions, and a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 28 references.) (CR)

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American History--Part 1.
Teacher's Guide [and Student Workbook]
Parallel Alternative Strategies for Students (PASS)
Revised

Sue Fresen, Joshua Logan, and Kathleen McCarron

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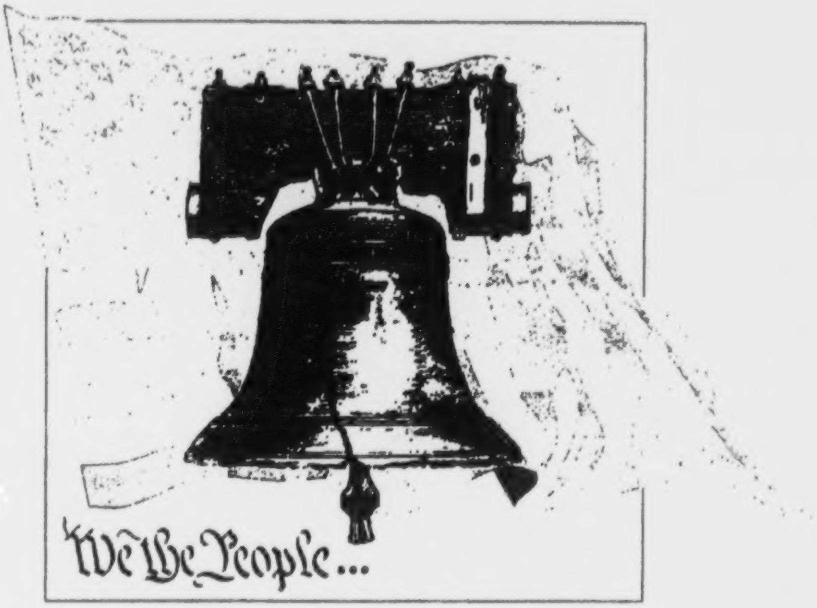
American History–Part 1

Course No. 2100310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Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education
2000

Parallel Alternative Strategies for Students

2A

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Parallel
Alternative
Strategies for
Students

PASS Book Evaluation Form

PASS Volume Title: ______________________________ Date: ______________

Your Name: ______________________________ Your Position: ______________

School: ______________________________

School Address: ______________________________

____

Directions: *We are asking for your assistance in clarifying the benefits of using the PASS book as a supplementary text. After using the PASS book with your students, please respond to all the statements in the space provided; use additional sheets if needed. Check the appropriate response using the scale below. Then, remove this page, fold so the address is facing out, attach postage, and mail. Thank you for your assistance in this evaluation.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Content					
1. The content provides appropriate modifications, accommodations, and/or alternate learning strategies for students with special needs.	☐	☐	☐	☐	☐
2. The content is at an appropriate readability level.	☐	☐	☐	☐	☐
3. The content is up-to-date.	☐	☐	☐	☐	☐
4. The content is accurate.	☐	☐	☐	☐	☐
5. The content avoids ethnic and gender bias.	☐	☐	☐	☐	☐
Presentation					
6. The writing style enhances learning.	☐	☐	☐	☐	☐
7. The text format and graphic design enhance learning.	☐	☐	☐	☐	☐
8. The practice/application activities are worded to encourage expected response.	☐	☐	☐	☐	☐
9. Key words are defined.	☐	☐	☐	☐	☐
10. Information is clearly displayed on charts/graphs.	☐	☐	☐	☐	☐
Student Benefits					
11. The content increases comprehension of course content.	☐	☐	☐	☐	☐
12. The content improves daily grades and/or tests scores.	☐	☐	☐	☐	☐
13. The content increases mastery of the standards in the course.	☐	☐	☐	☐	☐

Usage

The simplified texts of *PASS* are designed to be used as an additional resource to the state-adopted text(s). Please check the ways you have used the *PASS* books. Feel free to add to the list:

- ☐ additional resource for the basic text
- ☐ pre-teaching tool (advance organizer)
- ☐ post-teaching tool (review)
- ☐ alternative homework assignment
- ☐ alternative to a book report
- ☐ extra credit
- ☐ make-up work
- ☐ outside assignment
- ☐ individual contract
- ☐ self-help modules
- ☐ independent activity for drill and practice
- ☐ general resource material for small or large groups
- ☐ assessment of student learning
- ☐ other uses: ______________________

Overall

Strengths:

Limitations:

Other comments:

Directions: *Check each box that is applicable.*

I have daily access at school to: ☐ A computer ☐ A printer ☐ The Internet ☐ A CD-ROM drive

All of my students have daily access at school to: ☐ A computer ☐ A printer ☐ The Internet ☐ A CD-ROM drive

I would find it useful to have PASS on: ☐ The Internet ☐ CD-ROM ☐ Mac ☐ PC/IBM

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American History–Part 1

Teacher's Guide

Course No. 2100310

Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education

2001

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American History–Part 1

Teacher's Guide

Course No. 2100310

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Exceptional Student Education

http://www.leon.k12.fl.us/public/pass/

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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

PASS materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified content materials called *Parallel Alternate Curriculum* (*PAC*) were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the *PACs* after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *American History–Part 1 PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching social studies to secondary students with disabilities and other students with diverse learning needs. The content of the *American History–Part 1 PASS* book is based on the *Florida Curriculum Frameworks* and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands, standards,* and *benchmarks.* A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *American History–Part 1*, course number 2100310, is given in a matrix in appendix D.

The *American History–Part 1 PASS* is divided into 16 units of study that correspond to the social studies strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g, surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in appendix A, sequencing reviews) to encourage and support learner commitment.

- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.

- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.

- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.

- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.

- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.

- **Appendix D** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *American History–Part 1*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.

- **Appendix E** lists reference materials and software used to produce *American History–Part 1*.

American History–Part 1 is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.

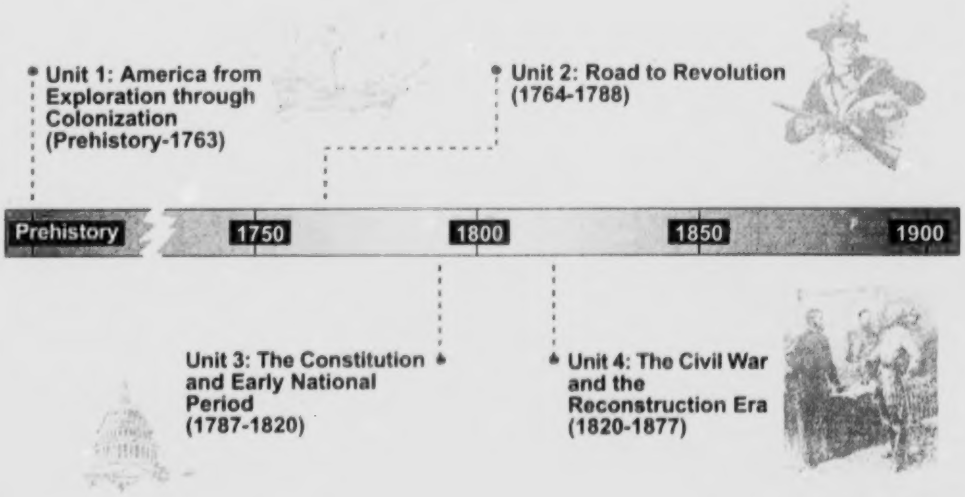
Section 1: Founding the New Nation (Prehistory-1877)

Unit 1: America from Exploration through Colonization (Prehistory-1763)

Unit 2: Road to Revolution (1764-1788)

Unit 3: The Constitution and Early National Period (1787-1820)

Unit 4: The Civil War and the Reconstruction Era (1820-1877)


Unit 1: America from Exploration through Colonization (Prehistory-1763)
Unit 2: Road to Revolution (1764-1788)
Prehistory
1750
1800
1850
1900
Unit 3: The Constitution and Early National Period (1787-1820)
Unit 4: The Civil War and the Reconstruction Era (1820-1877)

Unit 1: America from Exploration through Colonization (Prehistory-1763)

This unit emphasizes early historical developments in the Americas and how religious, social, political, and economic developments shaped the North American colonies.

Unit Focus

- description of pre-Columbian era
- explorations of Columbus and other explorers
- how British North America was colonized
- reasons Pilgrims, Puritans, and other groups came to the New World
- ways geography affected development of New England, Southern, and Middle Colonies
- examples of British Colonial policy

Suggestions for Enrichment

1. Discuss how Columbus' voyage affected the future colonization by Spain and England.
2. Ask students to develop hypotheses as to the goals, purposes, and methods of the exploration of the Americas, basing their hypotheses on factors within European societies that induced people to launch voyages of exploration and discovery.
3. Divide the class into groups who feel that Christopher Columbus' main motivation to become an explorer was one of the following: religious, fame and fortune, loyalty to Spain, or other. Ask each group to research and prepare a list of 10 arguments that demonstrate their point of view. Give each group 10 minutes for presentation and then have a debate in which each group can pose a question to any other group. Next have each student write a persuasive essay explaining his or her theory on Columbus' motivation.

4. Columbus describes in his journals the natives' appearance and makes some conclusions based on their behavior. Ask students to write a journal entry from the point of view of one of the natives who is seeing Columbus and his crew for the first time. Ask students to also make several conclusions based on their behavior.

5. Have students research the size of Native American populations before the arrival of Columbus and at significant dates up to the present time. (It is estimated that between 1492 and the end of the 17th century, more than 50 million natives of North and South America had perished due to disease, war, or enslavement. By the end of the 19th century, many Native American nations of North America had been relocated to reservations and forced to assimilate their culture to the new environment, signaling an end to many native traditions.) Ask students to create a bar or line graph of this data, then calculate the percentage of change between dates on the graph.

6. Have students develop a report that a Native American envoy might have presented to the Europeans at the first encounter, explaining what they should know about the Native American societies.

7. Have students write a folktale from the Native Americans' perspective about their encounters with the white European explorers.

8. Have students research the leaders of the settlers and Native Americans during colonial America. Ask students to make charts comparing their situations, their goals, and their accomplishments.

9. Have students research and discuss the different religious viewpoints of various segments of the colonial population and the Native American population. Discuss how these affected the development of the 13 colonies and the Southwest colonies.

10. Have students research relationships between groups of settlers and the local Native Americans.

11. Have students research and compare French colonization in Canada with English colonization of the 13 colonies.

12. Have students research colonial dwellings; commerce; foods; governments; and dependence on England, France, or Spain.

13. Have students create a city based on William Penn's ideas for a checkerboard city (Philadelphia) during a specific time period from the 1600s to the present. Ask students to draw a map on graph paper and include the following: a map key, parks, streets, businesses, civic buildings, sporting complexes, etc.

14. Have students work in groups to create a colony. Ask students to describe the following about their new colony: colony charter, rules, flag, manufactured product, a map showing their journey, and a diary of their emigration.

15. Ask students to create a timeline for the development of the 13 colonies and the Southwest colonies of the United States.

16. Ask students to look at a current atlas of the 13 colonies and/or the southwest colonies and answer the following: Which town names came from English, Spanish or French towns? Which came from Native American languages? What other names (such as rivers, lakes, and states) came from the various languages?

17. Give students a relief map of the eastern seaboard with no boundaries. Ask students where would they put boundaries if they were the King of England. Ask students to take into account such things as access to the coastline, navigable rivers, and raw materials.

18. Have students look at a map of the 13 colonies and brainstorm reasons for their various shapes. Ask students to research how the borders were actually determined.

19. Have students research material and examine early construction and geographic locations of English colonies.

20. Have students read early colonial laws such as the Mayflower Compact, the Fundamental Orders of Connecticut, and the Maryland Act of Toleration.

21. Ask students to examine the design of early colonies, such as Jamestown, Virginia. Have students create a new colony, taking into account geographic features necessary for the survival and future development of their colony. Ask students to do the following:

    - draw the location of their new colony on a fictitious regional map and include common physical features
    - create a brief history describing major events and people central to the founding and development of their colony, taking into account the effect of cultural background upon colonial development
    - establish a charter creating laws (rules and regulations) necessary to secure the rights of colonists, taking into account the type of government to be developed
    - design the first community shelters (including stockades for defense), considering the size of population
    - design a flag or banner representing the colony, determining the symbolism of specific figures and color
    - construct miniature models of colonial structures

22. Ask students to list what important decisions they would probably have to make as colonists.

23. Have students create a poster for one of the 13 colonies (Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, and Rhode Island) to recruit people to come to the New World. The poster must be historically accurate and include the names of the colony and its founder, date of departure, materials to bring, and a description of the type of people who will be settling there. Encourage creative and eye-catching posters.

24. Locate titles of works of historical fiction according to their geographic setting on a map of the 13 colonies.

25. Ask students to research, describe, and analyze relationships among the geographic, economic, political, and social factors determining the development of two of the 13 colonies.

26. Ask students to summarize the major differences in the colonies relating to ethnicity, religion, government, and social rank and to describe the fundamental reasons for the settlement of each of the colonies.

27. Have students research and describe different social ranks and the significance of each rank in the colonies.

28. Ask students to assume the role of a member of the colonial upper class who resides in one of the colonies around 1675-1725. Tell them that they have reason to travel from their home to another colony, and they are to keep a log of the journey that describes the life and times within the two colonies. They should include the following: a drawing of a detailed relief map tracing the land route; descriptions of the major geographical features; descriptions of types of workers, business people, etc., encountered; identification of the languages, religions, dress, and other customs experienced; description of the government structures; and a time log in days and miles of travels.

29. Review a few decisions early colonists had to make and ask students what important decisions they would probably have had to make if they had been colonists.

30. Have students describe and analyze the relationship among the geographic, economic, political, and social factors determining the development of two of the 13 colonies. Ask students to demonstrate how each of the above factors is reflected in the cultural fabric of these two colonies.

31. Have students research changes in American education from its beginnings in the Plymouth Colony (founded 1620) to today. Discuss how goals, methodologies, and learning tools have changed and what principles have remained constant over the centuries.

Optional extension: Have students research schooling in other industrialized countries (e.g., Canada, China, Czech Republic, Finland, France, Germany, Ireland, France, Japan, Norway, Poland, Russia, South Korea) and compare to schooling in the United States.

Have students evaluate and debate different trends in education, particularly those that affect their school (e.g., voucher systems, yearlong schooling, alternative assessment, block scheduling, uniforms).

32. Show students a colonial street scene portraying the various social ranks and lives of its residents (for example, a scene of reconstructed Colonial Williamsburg which depicts the houses, shops, taverns, and governmental buildings that line Duke of Gloucester Street). Present a brief lecture describing the various social ranks and lives of the people one would have met while walking up and down the street. (For information about Colonial Williamsburg, call 1-800-HISTORY or write Colonial Williamsburg Foundation, P. O. Box 1776, Williamsburg, VA, 23187-1776.) Have students graphically create a scene that might have occurred on an ordinary day on the street, showing the interactions of all three social ranks.

33. Have students choose a colony from New England, the middle Atlantic, or the South and have them research folktales, music, pastimes, sports, recipes, and crafts of that colony.

34. Mention that, in colonial times, every family who could afford an almanac bought one. Discuss how these all-purpose calendar books provided information about the tides, weather, changes of the moon, and anniversaries of historical events, and also provided lists of places to stay, descriptions of roads, forecasts of eclipses, days for fairs, recipes, jokes, health hints, and advice in the form of proverbs and sayings. Have students work in groups to collect proverbs and quotes they like.

35. Ask students to research the demands England placed on the colonies and make a list of colonists' grievances.

36. Have students create a chart addressing the following: what England wanted, what English settlers wanted, what Native Americans wanted, what African Americans wanted, what French settlers wanted, and what Spanish settlers wanted.

37. Have students select content-related activities and write about the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behaviors demonstrated in completing the selected activities. Ask students to then revise their written explanations to describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.

38. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

consent of the governed
French and Indian War
indentured servants
land bridge
Northwest Passage
persecute
pre-Columbian era
tariff
vice-admiralty courts

____________________ 1. military courts created by Parliament to try colonists without a jury of their peers

____________________ 2. the time period in North America before the discovery of the New World by Columbus

____________________ 3. frozen water and land which connected the continents of Asia and North America

____________________ 4. inland water route from the east coast of North America to the Pacific, and thus to the Orient

____________________ 5. war between England and France from 1754 to 1763 for control of North America that eliminated France as a rival in North America; known in Europe as the Seven Years' War

____________________ 6. to treat someone or a group in a cruel and unjust way

____________________ 7. people agreeing to be governed, making decisions in government, and selecting their own leaders

____________________ 8. people who agreed to work for employers for a certain period of time, often in return for travel expenses, shelter, and food

____________________ 9. tax or duty that a government charges on imports or goods coming into a country

Match each definition with the correct term. Write the letter on the line provided.

______ 10. period when English regulations were relaxed in its colonies in return for the colonies' continued economic support

______ 11. period early in a colony's existence when many people died because they lacked enough food

______ 12. members of a Protestant group who wanted to eliminate all traces of Roman Catholic rituals and traditions in the Church of England

______ 13. first successful British colony established in 1607 by the Virginia Company in what today is Virginia

______ 14. formal agreement signed aboard the *Mayflower* by the Pilgrims of the colony of Plymouth

______ 15. a business in which individuals invest their money for a common purpose

______ 16. site of the English settlement founded in 1587 by Sir Walter Raleigh that disappeared without a trace

______ 17. established first permanent colony in New England at Plymouth in what is now Massachusetts

A. Jamestown

B. joint-stock company

C. Mayflower Compact

D. Pilgrims

E. Puritans

F. Roanoke Island

G. salutary neglect

H. starving time

Answer the following using complete sentences.

18. Why did different civilizations develop during the pre-Columbian era? ____

____

____

____

____

____

____

____

____

19. Why did countries send explorers to discover new lands? ______

____

____

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____

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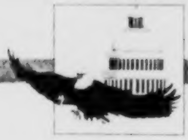
____

____

____

20. Why did people come to America to establish colonies? ________



Keys

Practice (pp. 24-25)

1. Vikings
2. European
3. Christopher Columbus
4. Leif Ericson
5. Hernán Cortés
6. Francisco Vázquez de Coronado
7. Juan Ponce de León
8. Hernando de Soto

Practice (p. 26)

1. Jamestown
2. joint-stock company
3. conquistadors
4. chattel
5. adobe
6. indentured servants

Practice (p. 27)

1. A
2. F
3. G
4. C
5. B
6. D
7. E

Practice (p. 28)

New England Colonies
Connecticut
Massachusetts
New Hampshire
Rhode Island
Southern Colonies
Georgia
Maryland
North Carolina
South Carolina
Virginia
Middle Colonies
Delaware
New Jersey
New York
Pennsylvania

Practice (p. 29)

New England Colonies
commercial economy
fishing
lumber
shipbuilding
Southern Colonies
agrarian economy
cash crops
plantations
tobacco
Middle Colonies
breadbasket
merchant centers
port cities
varied economy

Practice (p. 30)

1. salutary neglect
2. democratic
3. commercial economy
4. Puritans
5. cash crop
6. breadbasket
7. Pilgrims
8. agrarian economy

Practice (p. 31)

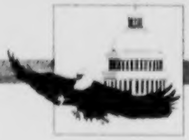
1. F
2. E
3. B
4. G
5. D
6. C
7. H
8. A

Unit Assessment (pp. 11-14TG)

1. vice-admiralty courts
2. pre-Columbian era
3. land bridge
4. Northwest Passage
5. French and Indian War

Keys

6. persecute
7. consent of the governed
8. indentured servants
9. tariff
10. G
11. H
12. E
13. A
14. C
15. B
16. F
17. D
18. Different civilizations developed due to the different environments, climates, and resources and the need to adapt to survive.
19. Countries sent explorers to find new routes and riches (gold, silver) and to conquer the new people and their land.
20. People came to America for religious, political, and economic freedom.



Unit 2: Road to Revolution (1764-1788)

This unit emphasizes significant military and political events that took place before and during the American Revolution and defined the Constitutional period.

Unit Focus

- beginnings of the American Revolution
- purposes of the First Continental Congress
- purposes of the Second Continental Congress
- basic principles of the Declaration of Independence
- major events of the Revolutionary War
- basic principles of the Articles of Confederation
- results of the Constitutional Convention of 1787

Suggestions for Enrichment

1. Have students read a diary from a soldier in the Revolutionary War (e.g., Ebenezer Denny) and answer the following questions: What were some of the hardships the soldiers experienced? What strategies contributed to the American victory? What other factors contributed to the American victory? How were deserters treated? What weapons were used? Have students write a letter to the soldier explaining first what they learned from the war diary and next a list of questions to learn more about the war (e.g., hardships, strategies, people of the war). Have students exchange letters and research the questions of the other students.

2. Have students construct a map of all the major Revolutionary War battles.

3. Have students select one cause of the American Revolution and trace its development from 1760 to 1776, constructing a timeline of events relevant to the cause. Then ask students to write a speech that a delegate might have delivered to the Second Continental

Congress in June 1776 concerning some of the grievances listed in the draft Declaration of Independence.

4. Discuss briefly some of the political, constitutional, social, legal, and ideological causes of the American Revolution. Ask students to select one cause and trace its development from 1760 to 1776, constructing a timeline of events relevant to the cause.

5. Have students research one of the political, economic, constitutional, social, legal, or ideological causes of the American Revolution and find evidentiary information related to it.

6. Have students discuss the issue of self-determination and relate it to the American Revolutionary experience.

7. Have students research the following information about the 1783 Treaty of Paris: Who were the writers of the document? What was the tone of the document? What did the United States gain from this treaty? What did England give up? What is the most important information in the document? What information, if any, is not important and why? Have students draw a map with the new boundaries in the Treaty of Paris of the United States and compare it with other maps showing where different Native American tribes lived and where Spain, France, and England had colonies at this time.

   Have students write letters to the American signers of the Treaty of Paris warning them of the possible dangers that lie ahead because of potential boundary disputes with other nations. Ask students to specify which nations and which boundaries were centers of dispute and suggest possible actions that could help prevent disputes.

8. Have students rewrite the 1783 Treaty of Paris as if England had won the Revolutionary War. Have students create maps with boundaries that could have changed the course of history and defend their hypothesis.

9. Have students research the Articles of Confederation to determine the concern and agreements between the colonies.

10. Have students write a speech that a delegate might have delivered to the Second Continental Congress in June 1776 that could have led to the inclusion of one of the causes of the American Revolution through some of the grievances listed in the draft Declaration of Independence.

11. Ask students to research and analyze the Articles of Confederation in terms of its strengths and weaknesses as a form of government for the new nation.

12. Get copies of the following documents: the Magna Carta, Mayflower Compact, English Bill of Rights (1689), Virginia Declaration of Rights, Declaration of Independence, Articles of Confederation, and Massachusetts Constitution of 1780. Ask students to choose a state and answer the questions listed below.

    - How did the new state constitution reflect earlier governments of England and the American colonies?

    - How did your state's constitution reflect the principles outlined in the Declaration of Independence?

    - What do you think were the strengths and weaknesses of the Articles?

13. Have students read the Declaration of Independence and analyze, according to its authors, what the king of England did wrong in the following areas: passing laws, representative government, obstructing justice, harassment, and creating economic hardship. Next, have students research and find evidence that supports claims of wrongdoing. Have students construct and deliver a speech justifying the Declaration of Independence, giving specific examples of English wrongdoings. Have students compare their speeches to Thomas Paine's *Common Sense*. Optional extension: Have students construct an argument to support England's taxation and imperialist policies.

14. Have students discuss ways the United States reflected earlier governments of England and the American colonies.

15. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

bicameral
boycott
compromise
Constitutional Convention
Continental Congress
minutemen
Parliament
repeal
sovereign
unitary system

____________________ 1. having independent or self-governing power

____________________ 2. Great Britain's legislative body, with two houses

____________________ 3. a system of government with a strong national government and weak or nonexisting state governments

____________________ 4. to officially do away with an act or law so that it no longer exists

____________________ 5. made up of two legislative bodies consisting of the Senate and the House of Representatives

____________________ 6. a settlement in which each side gives up some of its demands in order to reach an agreement

____________________ 7. to refuse to buy or use as a means of protest

____________________ 8. the meeting in 1787 at which the United States Constitution was written

____________________ 9. an informal military composed of colonial civilian soldiers who could answer the call to arms in a minute

____________________ 10. meetings of colonial representatives in 1774 and again in 1775 to address unfair treatment of the colonies by England

Match each definition with the correct term. Write the letter on the line provided.

______ 11. the body of government that makes laws

______ 12. the document that lists the reasons Americans wanted to be free of English rule

______ 13. the body of government (the courts) that interprets laws

______ 14. secret resistance group of Boston shopkeepers, artisans, and laborers

______ 15. a system of government with strong central powers making decisions for the government as a whole, with state governments making decisions that affect only their state

______ 16. the body of government that carries out laws

______ 17. agreement to end the Revolutionary War and recognize the United States as an independent nation

______ 18. the first constitution or written plan of government for the United States

______ 19. a system of government with strong state governments and a limited national government

______ 20. the second constitution or written plan for the United States which explains the powers and duties of the government

A. Articles of the Confederation

B. confederation

C. Constitution

D. Declaration of Independence

E. executive branch

F. federal union

G. judicial branch

H. legislative branch

I. Sons of Liberty

J. Treaty of Paris of 1783

Use the list below to complete the following statements.

Articles of Confederation
Constitutional Convention
Declaration of Independence
Revolutionary War

21. Americans fought the ______________________ in order to gain their independence from England.

22. Our first plan of government, the ______________________, did not work out well.

23. The ______________________ of 1787 was called to address the weaknesses of the Articles of Confederation.

24. The ______________________ says that all men are created equal.

Answer the following using complete sentences.

25. What was the purpose and result of the Constitutional Convention of 1787? ____

____

____

____

____

____

____

____

26. Why did delegates from small states object to the Virginia Plan?

27. How did the Great Compromise satisfy the small and large states?

28. What are the three branches of the United States government?

Keys

Practice (pp. 55-57)

1. The Sugar Act was passed by England to make money and to stop the smuggling of goods to the colonies. It required the colonists to pay for everything in gold or silver and did not allow them to issue paper money.

   The Stamp Act placed a tax on all paper goods, such as cards, diplomas, deeds, and marriage licenses.

   The Declaratory Act gave England the right to tax the colonists; the Townshend Act placed taxes on imports such as paper, lead, paint, and tea.
2. England sent troops to the colonies to enforce the collection of taxes. Soldiers looked for jobs during off-duty hours, which took jobs away from the colonists. A confrontation between an angry mob of colonists and British soldiers resulted in the death of five colonists. The incident was used by the colonists to further the cause of independence.
3. Colonists dressed as Native Americans and dumped 342 chests of English tea into Boston Harbor.
4. The Coercive Acts were passed as a result of the Boston Tea Party to punish the colonists. The Acts closed the Boston Harbor to all sea traffic except food and firewood until the tea was paid for by the colonists. The colonists referred to the Coercive Acts as the Intolerable Acts.
5. Delegates from 12 colonies came to the First Continental Congress and met to list the complaints against England, to work together to protest the Intolerable Acts and other laws, and to agree to boycott British goods. The Second Continental Congress met to draft a petition to King George urging the British king to repeal the Intolerable Acts and to find a peaceful solution to the problems. The king refused to read the petition.
6. The message of the Declaration of Independence is that all men are created equal and have the right to life, liberty, and the pursuit of happiness
7. Shays' Rebellion was organized to demand relief from heavy taxes imposed on farmers by the Articles of Confederation. It showed the weaknesses of the Articles and the need to rewrite them.
8. Answers may include two of the following: no national branch of government to enforce laws; no national courts to resolve conflicts; unanimous approval was needed for amendments; Congress could not collect taxes or regulate trade; each state had only one vote regardless of population; nine of 13 states needed to pass any law.
9. The Constitutional Convention of 1787 was held to make corrections to the limited Articles of Confederation, but resulted in the Articles being thrown out and a new constitution being written.
10. the Constitution

Practice (p. 58)

1. Battle of Lexington and the Battle of Concord
2. Battle of Bunker Hill (Breed's Hill)
3. Battle of Saratoga
4. Battle of Yorktown
5. Treaty of Paris

Keys

Practice (p. 59)

1. F
2. E
3. D
4. I
5. A
6. C
7. B
8. G
9. H

Practice (p. 60)

1. The delegates to the Constitutional Convention of 1787 were sworn to prevent problems and enable the delegates to do their best with no pressures from outside forces.
2. The delegates from small states were afraid that the larger states would out vote them.
3. Roger Sherman's Compromise, also known as the Great Compromise, was a plan that both large and small states accepted. The compromise provided for a bicameral congress with an upper house called the Senate with two members from each state and a lower house called the House of Representatives with members based on population.
4. The Three-Fifths Compromise was an agreement in which three-fifths of the slaves in any state would be counted in that state's population for both representation in Congress and assessing taxes.

Practice (p. 61)

1. 7
2. 4
3. 3
4. 9
5. 2
6. 8
7. 1
8. 6
9. 5

Practice (p. 62)

1. unanimous
2. sovereign
3. smuggled goods
4. ally
5. boycott
6. Continental Congress
7. bicameral
8. confederation
9. Parliament

Practice (p. 63)

1. I
2. H
3. D
4. F
5. E
6. C
7. B
8. A
9. G

Practice (p. 64)

1. H
2. F
3. C
4. D
5. G
6. I
7. E
8. B
9. J
10. A

Keys

Unit Assessment (pp. 21-24TG)

1. sovereign
2. Parliament
3. unitary system
4. repeal
5. bicameral
6. compromise
7. boycott
8. Constitutional Convention
9. minutemen
10. Continental Congress
11. H
12. D
13. G
14. I
15. F
16. E
17. J
18. A
19. B
20. C
21. Revolutionary War
22. Articles of Confederation
23. Constitutional Convention
24. Declaration of Independence
25. The purpose of the convention was to rewrite the Articles of the Confederation, and the result was the writing of the Constitution to replace the Articles.
26. The Virginia Plan based votes on population and small states were afraid that more-populated states would outvote them.
27. The Great Compromise called for a bicameral congress with an upper and lower house consisting of the Senate with two members from each state and the House of Representatives based on population.
28. legislative branch; executive branch; judicial branch

Unit 3: The Constitution and Early National Period (1787-1820)

This unit emphasizes the United States Constitution, the structure and function of government during the early national period, and the issues and major events of the War of 1812.

Unit Focus

- ratifying the United States Constitution
- views of Federalists and Antifederalists
- how the Bill of Rights led to ratification
- effects of the United States Constitution
- principles of the United States Constitution
- contents of the United States Constitution
- purposes of the United States Constitution
- levels and functions of government
- beginning of the War of 1812
- major events of the War of 1812

Suggestions for Enrichment

1. Have students work in groups and write a constitution for their class. Compare the different groups' constitutions.

2. Discuss what a symbol is and what some of the symbols of our country are. Have students brainstorm the symbols of our country most easily recognized by other countries and people and write them on the board. Ask students to design a flag representing the United States without using any symbols currently in use, including those from the brainstormed list of symbols. The flag may not be rectangular in shape; use stars or stripes; or the colors red, white, or blue.

3. Ask students to redesign the school's flag to make it more representative of the school's educational philosophy and viewpoint. The flag may not include symbols presently found on the school flag.

4. Briefly describe for the students the context in which President Monroe and his Secretary John Quincy Adams devised the Monroe Doctrine. Have students read President James Monroe's 1823 annual message to Congress in which Monroe enunciated what later historians and politicians have dubbed the Monroe Doctrine. Conduct a discussion in which students can take one of four positions on the Monroe Doctrine listed below to explain and justify.

   - that of a citizen of the United States
   - that of a subject of Great Britain or Spain, or a citizen of France
   - that of a citizen of the new Latin American republics
   - that of a Native American in newly acquired territories

5. Have students create a list of people they consider good leaders (e.g., people they know, famous people, or people from history) and explain why. Record reasons students give for their selections. Have students use this list and their own ideas to establish a list of good leadership criteria (e.g., a good leader has a vision, a good leader takes risks when necessary, a good leader has courage). Have students examine the life and times of Andrew Jackson and then write a position paper on whether or not they think Andrew Jackson was a good leader.

6. Ask students to examine the results of 1824 presidential elections and discuss how it was possible that the candidate with the most of the popular vote and the most electoral votes did not win the presidency.

7. Create a timeline of the major events of Andrew Jackson's life and a timeline of the major events in the United States at the same time. Have students discuss how the comparison would or would not demonstrate Andrew Jackson's importance.

8. Have students research the 1840s to write a synopsis of the Jacksonian Democracy era that portrays it as an era of the ordinary man's coming to economic and political power.

9. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to complete the following statements.

amendments
constitution
democracy
government
laws
political organization
Preamble
republic

1. Before Americans would accept the Constitution, 10 changes called ____________________ were made.

2. In the United States, all people have the opportunity to be a part of political life because the system of government in the United States is a type of ____________________ called a(n) ____________________ .

3. All nations have some way of making ____________________, or rules of behavior.

4. A ____________________ is a plan for government.

5. A government is a ______________________________ .

6. The introduction, or ____________________, to the Constitution tells us the purpose of our government in just one sentence.

7. ____________________ is defined as the political organization through which public policy is made and enforced.

Match each definition with the correct term. Write the letter on the line provided.

_____ 8. government that can do only what the people say it can do

_____ 9. division of government so that no one branch becomes too powerful; a system of checks and balances

_____ 10. the first 10 amendments to the Constitution

_____ 11. rule by the people

_____ 12. the power of each of the three branches of government to check or limit the actions of the other branches

_____ 13. the second constitution or written plan of government for the United States that explains the powers and duties of the government

_____ 14. a form of government that divides power between a central national authority and state levels

A. Bill of Rights

B. checks and balances

C. Constitution

D. federalism

E. limited government

F. popular sovereignty

G. separation of powers

Answer the following using complete sentences.

15. Describe the major function of each of the three branches of government: executive, legislative, and judicial. ____________________

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16. Explain how the system of checks and balances limits the powers of government. ____________________

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17. List three rights protected in the first amendment of the Bill of Rights.

18. What are the first 10 amendments called and what do they protect?

Use the list below to complete the following statements.

Britain
blockade
Embargo
France
Ghent
impressment
Madison
New Orleans
Nonintercourse

19. The British practice of ____________________ was a result of Great Britain's need for sailors to fight a war with ____________________ .

20. In an attempt to end the war between Britain and France, the United States passed the ____________________ Act and the ____________________ Act.

21. President James ____________________ asked Congress for a declaration of war against ____________________ .

22. Britain used a naval ____________________ against the United States in 1812 to cut America off from the rest of the world.

23. The Battle of ____________________ was fought after the Treaty of ____________________ was signed in 1814.

Keys

Practice (p. 92)

1. C
2. A
3. D
4. F
5. B
6. G
7. E

Practice (p. 93)

Answers will vary.

Practice (pp. 94-95)

Answers will vary.

Practice (p. 96)

1. Antifederalists
2. government
3. Constitution
4. democracy
5. amendment
6. Federalists
7. ratification
8. Bill of Rights

Practice (p. 97)

1. H
2. C
3. E
4. F
5. G
6. A
7. D
8. B

Practice (pp. 98-101)

1. The five basic principles of the Constitution are popular sovereignty, limited government, federalism, separation of powers, and checks and balances.
2. Answers will vary but should include two of the following: regulate interstate and foreign trade, set standard weights and measures, create and maintain armed forces, admit new states, coin money, declare war, establish postal offices, establish foreign policy, create federal courts, make copyright and patent laws.
3. Answers will vary but should include two of the following: create corporation laws, regulate trade within state, establish and maintain schools, establish local governments, make laws about marriage and divorce, conduct elections, provide for public safety.
4. The major functions of each of the three branches of government: legislative—makes the laws; executive—carries out the laws; judicial—interprets the laws.
5. Each of the three branches of government has the means to check or limit the actions of the other branches, so no one person or group has too much power; correct answers will be determined by the teacher.
6. The Constitution can be amended by an act of Congress and approved by three-fourths of state legislatures.
7. The first 10 amendments protect certain individual rights guaranteed by the Constitution.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

Practice (p. 102)

1. Preamble
2. democracy
3. amendments
4. 10
5. laws

Keys

6. government
7. republic
8. Constitution
9. 27

Practice (p. 103)

1. H
2. C
3. D
4. J
5. A
6. E
7. G
8. F
9. B
10. I

Practice (pp. 104-106)

1. As a result of being at war with France, Britain needed all the sailors it could get.
2. The first act was the Embargo Act, which made it illegal for Americans to import or export any goods. The second act was the Nonintercourse Act, which allowed Americans to trade with any country except Britain and France. However, if Britain and France stopped seizing American ships, the ban on trade would be lifted.
3. President James Madison asked Congress for a declaration of war.
4. The British wanted to prevent the United States from trading with other countries to cut America off from the rest of the world and then defeat her.
5. The Battle of New Orleans might have been avoided if communications were faster. A peace treaty in Europe had been signed by the United States and Britain, but the troops in New Orleans did not know this.
6. Impressment ended because Britain and France were no longer at war and Britain had no need for more sailors.

Practice (p. 107)

1. D
2. C
3. G
4. B
5. I
6. H
7. F
8. A
9. E

Unit Assessment (pp. 33-37TG)

1. amendments
2. democracy; republic
3. laws
4. constitution
5. political organization
6. Preamble
7. government
8. E
9. G
10. A
11. F
12. B
13. C
14. D
15. The executive branch carries out the laws. The executive branch makes the laws. The judicial branch interprets the laws.
16. The system of checks and balances provides the means for each branch of government to check or limit the actions of other branches.
17. Answers will vary but may include any of the following: freedom of religion, speech, press, assembly, petition.
18. The first 10 amendments are called the Bill of Rights and they protect certain individual rights guaranteed by the Constitution.

Keys

19. impressment; France
20. Embargo; Nonintercourse
21. Madison; Britain
22. blockade
23. New Orleans; Ghent

Unit 4: The Civil War and the Reconstruction Era (1820-1877)

This unit emphasizes the significant political, military, and economic events that took place before, during, and after the Civil War and Reconstruction.

Unit Focus

- economic, political, and social differences in states and territories
- major legislation before the Civil War
- causes and effects of the Civil War
- major battles of the Civil War
- political, economic, technological, and social consequences of the Civil War
- major Reconstruction legislation

Suggestions for Enrichment

1. Assign student groups the six major Civil War themes listed below to research and prepare an essay.
    - total war: the first modern war; massive armies and recruitment; civilian support of the home front; economic base through industrial capabilities; coordination of resources by political leadership
    - military strategy: number, terrain and morale; impact of technology; overall strategy of both sides; offensive versus defensive tactics; leaders
    - Lincoln and the Union: leadership; personality, politics; major decisions; effect of his assassination
    - Confederacy: Jefferson Davis and his break with tradition (Old South); class conflicts; hardships of the war

- African-American experiences and emancipation: changes in slavery; Emancipation Proclamation; role of the Freedmen's Bureau; hopes and aspirations; adaptability
- legacy of the Civil War as a revolution: social transformation of the slaves; social transformation of women; political changes; economic changes; cost of the Civil War; value changes

2. Assign students a Civil War year and at least two battles and their generals to research on the Internet (e.g., years: 1861, 1862, 1863, 1864, and 1865; battles: Fort Sumter, first Battle of Bull Run; Battle of Shiloh, Peninsular Campaign, Battle of Antietam, Battle of Fredericksburg, Battle of Chancellorsville; Battle of Gettysburg, Battle of Chickamauga, Battle of Chattanooga, Wilderness Campaign, Siege of Petersburg, Battle of Atlanta, Sherman's March to the Sea, Richmond, and Appomattox Court House; people: George B. McClellan, Ulysses S. Grant, Ambrose E. Burnside, Joseph Hooker, Robert E. Lee, Thomas J. "Stonewall" Jackson, George G. Meade, and William T. Sherman). Have students answer the following questions: during what years was the Civil War fought? What major battles were you assigned? Where did each of these battles take place? (Name the state and the nearest town.) What was the most important outcome of each of these battles? (Name at least two effects this battle had on the war.) Who were the major people who played a part in each of these battles? Give a short biography of each general. What other significant material did you find about each of these battles (e.g., journals by individual soldiers, pictures, maps)? Ask students to give oral presentations using pictures, maps, or any other material to enhance the presentation.

3. Have students research and write a single edition of a Union or a Confederate newspaper that focuses on a specific battle during the Civil War. Include in the edition an article about the battle; a human-interest story; an editorial; a letter to the editor from someone against the war (e.g., a soldier, a free African American, a slave, or a woman).

4. Ask students to respond in writing to the following statement: "The seeds for the Civil War were planted when the Pilgrims landed at Plymouth Rock." Then have students research and create a timeline of events leading to the Civil War.

5. Have students research how the actions of Clara Barton, Belle Boyd, Rose Greenhow, and Harriet Tubman affected the Civil War. Compare and discuss the life of women during other wars in the nation's history and how the contributions of women have changed over time.

6. Discuss how no other war has divided the United States or has had such a high death toll (620,00 lives or almost one out of every 50 Americans alive during the 1860s) as the American Civil War. Ask students the following: Are there any issues, causes, or events that they would be willing to die for? Would they also be willing to fight someone in their family for this cause (as some people had to do during the American Civil War)?

7. Ask students to choose a person (real or fictional) to research and write about from the following list: a Union or Confederate soldier; a free or enslaved African-American man, woman, or child; or a Northern or Southern white woman. Next have students research and answer the items below about their selected character.

   - Basic information about their chosen character: name, age, gender, occupation, home, and race.

   Have them answer the following questions about their character.

   - What is my position on the war? Why do I feel this way?
   - Am I participating in the war? If so, how? Why?
   - How has the war affected my daily life?
   - How has the war affected my family?
   - What conflicting feeling do I have about the war, if any? (For example, Mary Todd Lincoln, wife of President Abraham Lincoln, had four brothers and three brothers-in-law who fought for the Confederacy, while she and her husband supported the Union. Imagine how torn she must have felt with family members fighting on both sides of the war.)

Ask students to write letters or diary entries in their character's voice, working in relevant information from their research and adding details of their own. Have students form pairs of matching counterparts, such as a Union soldier and a Confederate soldier, and share their writings with each other, looking for similarities and differences in their characters.

Conclude with a class discussion using the questions below about the impact of the war on individual lives.

- In what ways were the experiences and feelings of Northerners and Southerners similar? How were they different?
- How did factors such as race and gender affect a person's experience?
- What generalizations can students make about the particular horrors of civil war?
- What comparisons can be made between the American Civil War and contemporary civil wars in Bosnia, Somalia, Rwanda, Liberia, and Kosovo?
- How do the national forces that trigger civil war affect people on a personal level?
- What are the motivations that pull people into civil war?
- How do historic events play out in the lives of individuals? (Optional: Have students turn their creative writing into dramatic monologues to deliver in character, with or without period costumes.)

8. Have student choose a civil war, past or present, and prepare a five-minute on-site newscast, using pictures, maps, and other media. Have students describe the country and provide information on the dates of civil war, sides, leaders, causes, why the conflict turned into war, key battles, and actual outcome or expected outcome. After presentations, discuss similarities among civil wars, looking for common causes and what might prevent conflicts from escalating into civil wars. Have students create collages of photos and pictures of civil wars (e.g., photographs of refugees in Rwanda; painting of

the Battle of Antietam; photographs of Andersonville Prison; Picasso's painting *Guernica*; photographs of destruction in Bosnia and Kosovo) and/or write diary entries from soldiers on either side of the civil war, describing the war through the eyes of each soldier.

9. Have students research and write a first-person narrative from the perspective of one of the following people: a plantation owner, a male or female slave, a house servant, a plantation mistress, a child slave, a traveler on the Underground Railroad, an abolitionist, a Confederate or Union soldier, the wife or child of a soldier, Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, John Brown, Levi Coffin, Frederick Douglass, Sojourner Truth, Harriet Tubman, or Nat Turner. Have the person reflect on how his or her life was affected by the Civil War. Have students answer the following: What is this person's view of slavery? What was this person's life like prior to the Civil War? How did the Civil War change this person's views about the world around him or her? What did this person accomplish during the Civil War? How did the war change his or her daily life? How did the end of the Civil War and the Reconstruction period affect this person?

10. Ask groups to brainstorm ways to communicate the Gettysburg Address without using words. Have groups try out alternatives and evaluate the effectiveness of different solutions. As a class, discuss steps used in the problem-solving process and write them on the board.

11. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to complete the following statements.

abolitionists
civil war
Confederacy
Dred Scott
Emancipation Proclamation
Freedmen's Bureau
Fugitive Slave Law
Missouri Compromise
popular sovereignty
tariff

1. ______________________ were people that wanted slavery stopped immediately throughout the United States.

2. The ______________________ was proposed to maintain the balance of power between slave and free states.

3. The Tariff of 1828 was an excessively high tax called a protective ______________________ or duty placed on imported goods.

4. ______________________ means rule by the people.

5. The ______________________ was part of the Compromise of 1850 and required citizens to turn in runaway slaves.

6. The Supreme Court's ______________________ decision stated that the Missouri Compromise was unconstitutional and that slaves were considered property.

7. Another name for the Confederate States of America was the ______________________.

8. A ______________________ is fought between people of the same country.

9. President Lincoln issued the ______________________ that freed the slaves in the Confederacy on January 1, 1863.

10. One of the most important aspects of the Reconstruction process was the establishment of the ______________________.

Match each definition with the correct term. Write the letter on the line provided.

- **Black Codes**
- **cash crop**
- **interposition**
- **Louisiana Purchase**
- **nullification**
- **Nullification Crisis**
- **secession**
- **Slave Codes**
- **Tariff of Abominations**
- **Underground Railroad**

______________________ 11. idea of declaring a federal law illegal

______________________ 12. system of routes along which runaway slaves were helped to escape to Canada or to safe areas in free states

______________________ 13. series of laws that limited the rights of African-American freedoms; passed by new Southern legislatures after the Civil War

____________________ 14. purchase in 1803 of France's mainland American territories, extending from the Mississippi River to the Rocky Mountains, for $15 million

____________________ 15. John C. Calhoun's name for the Tariff of 1828

____________________ 16. a crop grown by a farmer for sale, not personal use

____________________ 17. series of laws that controlled the behavior of slaves and denied slaves basic rights; passed by colonists

____________________ 18. the formal withdrawal of a state from the Union

____________________ 19. tense situation created by South Carolina when it declared the tariffs of 1828 (or Tariff of Abominations) and 1832 illegal

____________________ 20. doctrine that an individual state may oppose any federal action that it believes is unconstitutional

Use the list below to write the correct term for each definition in the line provided.

13th Amendment
14th Amendment
15th Amendment
Bleeding Kansas
Compromise of 1850
Gettysburg Address
omnibus

______________________ 21. constitutional amendment in 1870 that guaranteed African American males over the age of 21 the right to vote in all states

______________________ 22. a name applied to the Kansas Territory in the years before the Civil War, when the territory was a battleground between proslavery and antislavery forces

______________________ 23. constitutional amendment in 1865 that banned slavery in the United States

______________________ 24. series of measures for settling major disagreements between free states and slave states

______________________ 25. constitutional amendment in 1868 that granted citizenship to all persons born or naturalized in the United States, including former slaves

______________________ 26. covering many things at once

______________________ 27. a famous speech given by President Lincoln in 1863 at the dedication of a national cemetery on the site of the Battle of Gettysburg

Answer the following using complete sentences.

28. In President Lincoln's Gettysburg Address, he said that the Civil War tested whether a nation that believed "all men are created equal" could survive. What positive steps do you think the 13th, 14th, and 15th amendments made to help make Lincoln's statements true?

29. What political and social issues from the Civil War era do you think are still issues? ______________________________

30. What suggestions would you make to address the issues you discussed in the previous question? Write a brief essay that persuades others to your position. Be sure to give examples.

Keys

Practice (pp. 138-140)

1. The Northeast used southern cotton to make cloth and develop a textile industry. The South produced cotton. The western region produced a variety of crops, especially grain.
2. If Missouri was admitted as a slave state, the balance in the Senate between the number of free states and slave states would no longer exist, giving the South an advantage in the Senate.
3. The Tariff of 1828 was an excessively high tariff on goods that competed with American products. Southern states viewed it as a threat to their economy since they imported goods from Europe. Northern industries benefited because their businesses were protected by the tariff.
4. The Underground Railroad was a system of routes along which runaway slaves were helped to escape to Canada or safe areas in free states. The Underground Railroad aggravated and increased the problem of runaway slaves.
5. Stowe depicted the cruelty of slavery.
6. Rifles to help the abolitionist cause. Answers will vary.

Practice (p. 141)

1. The 13th Amendment banned slavery. The 14th Amendment made all former slaves citizens. The 15th Amendment guaranteed African Americans males over the age of 21 the right to vote.
2. Black Codes were laws passed by Southern legislatures after the Civil War that limited the rights of African Americans. Black Codes replaced the Slave Codes passed by the colonists that controlled the behavior of slaves and denied them basic rights.

Practice (p. 142)

1. C
2. D
3. A
4. B
5. H
6. E
7. F
8. G

Practice (p. 143)

1. G
2. D
3. H
4. A
5. B
6. F
7. E
8. C

Practice (pp. 144-145)

1. The Supreme Court ruled that Dred Scott was a slave, not a citizen, so he could not file a lawsuit and thus that the Missouri Compromise was unconstitutional.
2. Answers will vary.
3. Answers will vary.
4. Lincoln had become a national personality and the issue of slavery was continuing in a public forum.
5. The South had very few factories to make guns and supplies. It was primarily an agricultural society with little investment in manufacturing. Its railroads were in poor condition.

Keys

6. The Freedmen's Bureau helped to provide food and clothing to the former slaves, reunite freed slaves with other family members, establish schools, provide medical care, find jobs for freed slaves, and helped poor southern whites that also suffered hardships as a result of the Civil War.

Practice (pp. 147-148)

1. Gettysburg Address
2. Kansas-Nebraska Act (1854)
3. omnibus
4. 14th Amendment
5. Bleeding Kansas
6. abolitionist
7. 15th Amendment
8. Emancipation Proclamation
9. Union
10. Reconstruction
11. Confederacy
12. civil war
13. forum
14. 13th Amendment

Unit Assessment (pp. 49-55TG)

1. Abolitionists
2. Missouri Compromise
3. tariff
4. Popular sovereignty
5. Fugitive Slave Law
6. Dred Scott
7. Confederacy
8. civil war
9. Emancipation Proclamation
10. Freedmen's Bureau
11. nullification
12. Underground Railroad
13. Black Codes
14. Louisiana Purchase
15. Tariff of Abominations
16. cash crop
17. Slave Codes
18. secession
19. Nullification Crisis
20. interposition
21. 15th Amendment
22. Bleeding Kansas
23. 13th Amendment
24. Compromise of 1850
25. 14th Amendment
26. omnibus
27. Gettysburg Address
28. Answers will vary.
29. Answers will vary.
30. Answers will vary.

Section 2: Strengthening the New Nation (1840-1933)

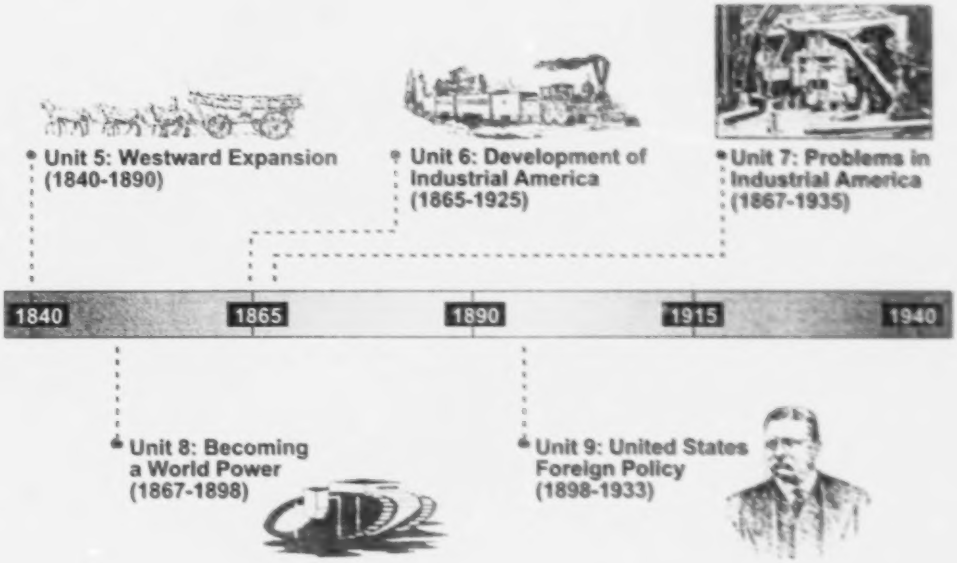
Unit 5: Westward Expansion (1840-1890)

Unit 6: Development of Industrial America (1865-1925)

Unit 7: Problems in Industrial America (1867-1935)

Unit 8: Becoming a World Power (1867-1898)

Unit 9: United States Foreign Policy (1898-1933)


Unit 5: Westward Expansion (1840-1890)
Unit 6: Development of Industrial America (1865-1925)
Unit 7: Problems in Industrial America (1867-1935)
1840
1865
1890
1915
1940
Unit 8: Becoming a World Power (1867-1898)
Unit 9: United States Foreign Policy (1898-1933)

Unit 5: Westward Expansion (1840-1890)

This unit emphasizes the conflicts between Native Americans and people from the eastern United States who began to move west to mine, farm, and raise cattle.

Unit Focus

- impacts of belief in manifest destiny and westward migration
- methods and routes people used to travel westward
- effects of American settlers in the Great Plains on Native American's way of life
- problems of farmers, cattle ranchers, and miners
- effects of mining towns

Suggestions for Enrichment

1. Ask students to make models depicting life in the old West. Models could be of a farm, cattle ranch, mining camp, or a Native American village. Let students explain their models in class.
2. Have students make large maps showing the routes of the first three transcontinental railroads, major gold or silver strikes, or locations of specific Native American tribes. Display the maps on the wall. Use maps in Unit 5 as references.
3. Have students view a Hollywood film about the old West. Discuss facts and fictions in the film.
4. Have students imagine they are the wagon master of a wagon train of pioneer families going from Ohio to California. Ask students to determine how to get to California, with the journey taking as long as needed, but also considering the effect of the changing seasons.

5. Ask students to imagine they are part of a family moving west by wagon train. Have students create an identity for themselves and keep a diary about their adventures. For example, the diary may include descriptions of their house and family members; items they brought with them (supplies, heirlooms, animals); description of their first day of travel by wagon and the crossing of a river; and descriptions of people and places along the way.

6. Divide the class into three groups representing the Northeast, South, and West sections in early America. Have students in these groups research and prepare charts, graphs, and reports explaining their needs and justification for these needs to be granted by a new national government. Have the groups convene to discuss their section's positions and why their needs are more important to America than the others.

7. Have students choose one of the following: Midwest and Great Plains, the Mississippi Valley, the Southwest, the Northwest, or the West. Have them research folktales, music, pastime, sports, recipes, and crafts of that area to present to the class.

8. Have students chose a Native American tribe from one of the major cultural areas of North America (Southwest, Eastern Woodlands, Southeast, Great Plains, California-Intermountain region, Great Basin, Plateau, Sub-Arctic, Northwest Pacific Coast, and Arctic) and research and present a mini-documentary on one tribe. Ask students to present information on the following.

   - physical environment—show a map where tribe originally lived; collect or draw illustrations of what environment looked like (e.g., plant and animal life, climate, landforms, and bodies of water)

   - culture—describe how tribe derived food, clothing, shelter, tools, and customs from the natural environment; use photographs, art, music, and narrative to demonstrate tribal family life and life of someone your age

   - contact with Europeans—trace history of tribe's relations with European settlers, from first contact to relocation onto reservations and, in some cases, recent movement to cities; create a timeline to show major events; create a map to show the tribe's migration; find pictures and personal accounts (if possible) to tell story

- contemporary life—draw a map of where the tribe lives today; state how many people are members of this tribe; and describe some of the ways tribe members preserve their culture today, using photographs, first-person accounts, and music

9. Give each student a map of the United States. Using the listed Native American groups in the item above have students color-code each group's region on the map.

10. Have students research petroglyphs and cave and rock paintings in other parts of the world, and state where they were created and by whom. Then have students compare the similarities and differences from those found in North America.

11. Have students compare art created by different ancient Native American peoples in terms of style, subject, content, and media. Then answer the following: If you were an artist now, how would you ensure that your work was accessible to people living 100 years from now and beyond? If you were going to paint a picture that told an important story or conveyed an important idea about the world in which you live, what would that painting be?

12. Have students choose a Native American tribe and research that tribe's symbols, myths, folktales, music, pastimes, recipes, and crafts on the Internet.

13. Have students research and prepare traditional Native American and pioneer foods.

14. Have students describe the cultural differences between two major Native American tribes from different regions of North America and decide whether these differences were due to the geographic conditions under which each tribe lived.

15. Ask students to select a defining cultural characteristic that all Native American tribes had and show how this characteristic differed from tribe to tribe.

16. Ask students to investigate one of the following, as practiced by the Aztecs, Pueblos, Iroquois, Cherokee, Commanche, and Nez Percé: religion; economics; ideas about property; government; law; science; and technology. Have students show how that idea differed from tribe to tribe.

17. Have students research and discuss the following: the values behind the actions and statements of people involved in the Cherokee removal; the values and goals that motivated Andrew Jackson; the values that influenced the actions and responses of the Cherokee.

18. Ask students to use the Internet to research specific Native American battles, skirmishes, and aftermaths (e.g., the Battle of Birch Coulee; the Battle of Wood Lake; the Action incident; or the hanging of 38 Dakota Sioux in Mankato, Minnesota, in the Dakota Conflict of 1862).

19. Have students research Native Americans and debate the removal of Native Americans from their land. One panel could consist of the Sioux and Cheyenne and the other could represent the early settlers. Each side would present an argument for the position of the group.

20. Ask students to imagine that last night they were suddenly forced off their land and out of their homes permanently and were not able to take anything with them. Have students write about what they will miss most.

21. Have students research a famous Native American and write a short biography (e.g., Squanto, Tisquantum, Pocahontas, Massasoit, Sequoya, Sakajawea, Chief Joseph, Black Hawk, Crazy Horse, Red Cloud, Sitting Bull, or Ben Nighthorse Campbell).

22. Compare movie representations and stereotypes of Native Americans with real or fair representations of Native Americans. Discuss evidence that supports or contradicts these representations.

23. Have students imagine themselves as Native American teenagers at the end of the 19th century. Have them write a journal entry in which they describe the migrations they have made during their life, the cultural changes they have had to make, and how they have adapted to these changes.

24. Ask students to respond to the following: Given what we know today, what agreements would you try to work out with Native Americans?

25. Have students use the Internet to research and compare the history and current status of the rights and responsibilities of women in the Iroquois nation to other women in the United States. Have students use these two Internet sites to collect the information listed below. (Please note that all Web-site addresses are subject to change.)

    Women's History in America (http://www.wic.org/misc/history.htm)

    The Iroquois Constitution (http://www.law.uoknor.edu/iroquois.html)

    Ask student to record the comparative information about women in the United States and Iroquois women in the following chart.

	Women of the United States	**Iroquois Women**
owning property		
work		
leadership roles		
decision making		

26. Discuss what rights women in the United States have gained throughout the history of the nation and if there are any rights that men have now that women do not.

27. Have students research and discuss the following: What rights did Iroquois women have even before the Declaration of Independence was written? What rights and responsibilities do the Iroquois women have that other women in the United States do not typically have even now? Are there any rights and responsibilities that Iroquois men had that women did not? Have students write an essay explaining why they think these differences existed.

28. Have students discuss how American history would be different if most historians had been Native American women.

29. Ask students to find names of Native Americans who lived in their area and in the entire state of Florida. Have students explain where these Native Americans lived, any problems or success stories they encountered, and significant history of each group in a short narrative. Encourage students to make drawings to illustrate lifestyles.

30. Have students use the Internet or an art book to examine examples of landscape paintings by the same artist, paintings depicting the same region, or artists working in same time period (e.g., the 19th century, during which painters like Winslow Homer, Albert Bierstadt, and George Innes worked). Ask students to describe the landscape features and mood conveyed in each painting. Have students draw a similar landscape in different moods to show the effect that colors, lighting, etc., can have on one's impression of a place.

31. Ask students to find and read a poem about American landscape and nature in the 19th century. Have students compare the poem to the style of a landscape painting from the same period. Ask students to write a story imagining that he or she is part of the painting.

32. Have students write a report on an American landscape artist of the 19th century, focusing on his or her work and the time period during which he or she painted.

33. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

barbed wire
boom towns
dry farming
fifty-niners
homestead
long drive
pioneers
reservations
transcontinental

_______________ 1. herding cattle from grazing lands to railroad depots

_______________ 2. early settlers in the Western territories

_______________ 3. a way of plowing to preserve water in the soil

_______________ 4. special homelands set aside for Native Americans

_______________ 5. mining settlements that grew very rapidly

_______________ 6. fence wire having barbs at intervals

_______________ 7. reaching across a continent

_______________ 8. land received from the United States in return for farming it

_______________ 9. people who went to Colorado in 1859 in search of gold

Use the list below to complete the following statements.

buffalo
forty-niners
ghost towns
massacred
open range
wagon trains

10. Many plains Native Americans lived by hunting ____________________.

11. ____________________ were an early means of transportation for settlers of the West.

12. Many Native Americans were ____________________, or killed, by the United States Army.

13. Cattle ranchers wanted their cattle to graze on the ____________________.

14. People rushing to the gold fields of California in 1849 were called ____________________.

15. When miners deserted the boom towns, the towns became ____________________.

Circle the letter of the correct answer.

16. The first people living in the American West were ____________.
    a. farmers
    b. Native Americans
    c. cattlemen

17. By 1887 travel from the East Coast to the West Coast was made easier by ____________ .

    a. a fast fleet of ships
    b. wagons pulled by fast teams of horses
    c. transcontinental railroads

18. The Homestead Act gave settlers 160 acres of land if they ____________ .

    a. lived on it five years and improved it
    b. promised to grow corn and wheat
    c. paid $100.00 an acre

19. The invention of barbed wire brought an end to ____________ .

    a. farming on the Great Plains
    b. open range cattle grazing
    c. the threat of a Native American raid

20. Native Americans were angry because American settlers ____________ .

    a. discovered gold in the West
    b. were fighting to take Native American lands
    c. began to herd buffalo on the Great Plains

21. At the Battle of the Little Bighorn in June of 1876, ____________ .

    a. Native Americans were badly defeated by a large group of American farmers
    b. cattlemen and farmers fought over grazing lands
    c. the Sioux defeated United States Army troops

22. The Dawes Act gave Native Americans ____________ .

    a. the right to own property
    b. American citizenship
    c. 160 acres of free land

23. Farmers on the Great Plains built homes out of ____________ .

    a. wood
    b. blocks of sod
    c. bricks

24. Western cattle and crops were important sources of food for ______________ .

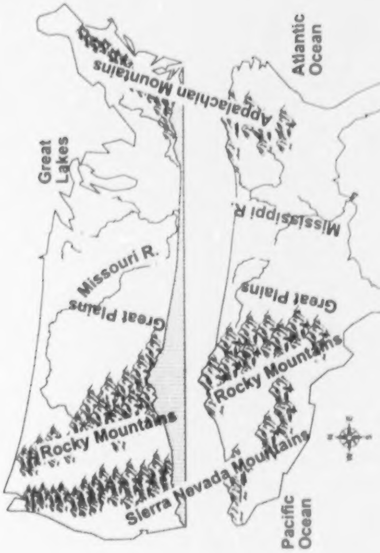
a. the big cities in the East
b. the mining camps in the West
c. the Native Americans on reservations.

25. After 1850, many people rushed to the West because of the ______________ .

a. quick money they could make herding cattle
b. discovery of gold
c. desire to explore new lands

Keys

Practice (p. 168)


Appalachian Mountains
Atlantic Ocean
Great Lakes
Mississippi R.
Missouri R.
Great Plains
Great Plains
Rocky Mountains
Rocky Mountains
Sierra Nevada Mountains
Pacific Ocean

Practice (p. 169)

1. Appalachian Mountains
2. Sierra Nevada Mountains
3. lower
4. Rocky Mountains
5. Appalachian and Rocky Mountains
6. Mississippi River

Practice (p. 170)

1. over 20 inches
2. less than 10 inches
3. less
4. less
5. region between Rockies and Sierra Nevada

Practice (p. 171)

Correct answers will be determined by the teacher.

Practice (pp. 172-173)

1. two or three
2. Mississippi River
3. Sierra Nevada and Rocky Mountains
4. Texas
5. north
6. Ohio
7. Missouri River
8. Great Plains
9. Canada
10. Mexico

Practice (pp. 174-175)

1. settlers
2. Wagon trains
3. reservations
4. Homestead Act
5. transcontinental railroad
6. immigrants
7. Irish and Chinese
8. long drive
9. gold and silver
10. barbed wire

Practice (p. 176)

1. five years
2. Railroads were needed to ship products from the West to the East.
3. Farmers did not want the ranchers' cattle grazing on the open plain.
4. American settlers were taking the Native Americans' lands and killing the buffalo, a source of food.
5. American troops forced the Native Americans onto reservations.
6. They received citizenship in 1924.

Practice (p. 177)

1. B
2. D
3. E
4. A
5. C

Keys

Practice (p. 178)

1. C
2. A
3. I
4. K
5. L
6. E
7. F
8. H
9. D
10. B
11. J
12. G

Practice (p. 179)

1. assimilation
2. barbed wire
3. Battle of the Little Bighorn
4. reservations
5 transcontinental
6. wagon trains
7. Great Plains
8. Homestead Act
9. homesteader
10. Battle of Wounded Knee
11. Morrill Land Grant Acts

Unit Assessment (pp. 67-70TG)

1. long drive
2. pioneers
3. dry farming
4. reservations
5. boom towns
6. barbed wire
7. transcontinental
8. homestead
9. fifty-niners
10. buffalo
11. Wagon trains
12. massacred
13. open range
14. forty-niners
15. ghost towns
16. b
17. c
18. a
19. b
20. b
21. c
22. a
23. b
24. a
25. b

Unit 6: Development of Industrial America (1865-1925)

This unit emphasizes the causes of the Industrial Revolution and its effects on the nation.

Unit Focus

- the role of inventions and technological developments in the growth of factories
- reasons United States became an industrial nation
- changes in business ownership and formation of corporations
- impact of big business, reforms, and antitrust laws during presidencies of Theodore Roosevelt and William Howard Taft

Suggestions for Enrichment

1. Have students "invent" a new product to make labor easier and faster. Ask students to prepare an advertisement or commercial for their product.
2. Have students draw or clip pictures to show the assembly line process. Ask students to explain the pictures and post them in the room.
3. Ask students to bring in products that have interchangeable parts.
4. Have students select an important inventor or business person and report on his or her life. Ask students to include visuals with their reports.
5. Have students write a scenario that shows the same job before and after a major invention. Videotape the play.
6. Have students research and create a timeline of both the English and the American Industrial Revolutions, including important inventions, milestones, trends, and historic figures.

7. Discuss the technological revolution being experienced now in industrialized countries and compare it to the Industrial Revolution in England and the United States.

8. Have students research the Industrial Revolution and answer the following.

   - What were the causes of the Industrial Revolution?
   - What inventions made it possible?
   - How were the English and American revolutions similar? How were they different?
   - What was the world like before and after the American Industrial Revolution?
   - What were the positive and negative effects of these changes?
   - Discuss what was revolutionary about the Industrial Revolution. Does the revolution continue?

9. Ask students to choose five of the top inventions from the English Industrial Revolution and five from the American Industrial Revolution. Have students explain what each invention was used for and why they chose to profile it. Ask students to include pictures, dates, descriptions of the invention, and information about the inventor.

10. Have students research the factory system of the Industrial Revolution and answer the following: What was the factory system? When and where did it arise? What inventions made it possible? How did it revolutionize society? What were its positive and negative aspects? Explain what "the division of labor" is and how it played a part in the factory system. Ask students to incorporate quotes about factory conditions from witnesses of the day.

11. Have students research people who objected to the changes brought about by the Industrial Revolution (e.g., the Luddites, Robert Owen, and writers such as Charles Dickens and Williams Blake) and explain why they objected and what their arguments, methods, and proposed solutions were. Were the objectors' points of view similar? Different? Ask students to take a stand and tell if they feel the objectors were justified in their opinions and whether artists play a role in debating social issues and why or why not. Have students explain their reasoning.

12. Have students draw a chart with the heading "Industrialization Brings Change." Ask students to list the following phrases on the left side of the chart: changes in manufacturing, changes in the labor force, changes in agriculture, changes in community. Next to each phrase, have students describe the changes.

13. Have students assume the role and philosophy of either an industrialist (capitalist) or a working-class person. Conduct a debate in class using topics such as the role of the labor union, employment of children in factories, or laissez-faire economic policies.

14. Ask students to work in small groups to make a collage that shows advances in railroads, automobiles, airplanes, communications, or electronics. For class discussion, have students predict what the next 10 years hold for other technologies.

15. Ask students to pretend they are teenagers during the Industrial Revolution and write a letter to the editor of the newspaper that describes problems with life in the city or one that describes working conditions in a factory.

16. Ask students to write a paragraph that describes how the Industrial Revolution has affected their life and include names of inventions that directly or indirectly benefit them.

17. Ask students to write a paragraph or short story about what life would have been like prior to the Industrial Revolution or if there had not been an Industrial Revolution.

18. Have students examine the history of child labor, especially during the Industrial Revolution. Ask students to investigate modern exploitation of child labor.

19. Ask students to construct a party platform for a political group during the 1880-1910s advocating reforms to aid ailing small farmers and control "big business" and/or advocating governmental action to correct social ills in the nation's cities. Have students make party banners bearing a slogan for each platform.

20. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______ 1. areas in the countryside away from large cities

______ 2. to produce for the first time

______ 3. production process that is broken down into steps

______ 4. large businesses formed by people pooling their money

______ 5. to change a situation by making it better

______ 6. products pass from one operation to another until completed

______ 7. corporations or businesses joined to eliminate competition

______ 8. control of all or most of a business

______ 9. to purchase a share in a company to make a profit

______ 10. country in which most goods are produced by machine processes

A. assembly line

B. corporations

C. division of labor

D. industrial nation

E. invent

F. invest

G. monopoly

H. reform

I. rural

J. trust

Circle the letter of the correct answer.

11. Between 1865–1915, the United States became __________ .

    a. a democratic country
    b. an agricultural society
    c. an industrial nation

12. Many people moved to urban areas in order to __________ .

    a. find jobs in factories
    b. get land to grow crops
    c. work on large farms

13. The development of the __________ speeded up the delivery of farm products to market.

    a. telegraph
    b. telephone
    c. railroad

14. The person who developed the idea of interchangeable parts was __________ .

    a. Elias Howe
    b. Eli Whitney
    c. Oliver Evans

15. Methods like the assembly line resulted in __________ .

    a. mass production of goods
    b. large numbers of workers losing their jobs
    c. the increased cost of goods

16. Sometimes many people invested their money to form large businesses known as __________ .

    a. cooperatives
    b. corporations
    c. coordinations

17. When one company controls most of the business in an area, it is called a __________ .

    a. monopoly
    b. partnership
    c. corporation

18. The United States is an industrial nation. This means that ____________ .

  a. most of its goods are produced by hand
  b. machines processes produce most of its goods
  c. there are not enough goods for its consumer

19. The purpose of antitrust laws was to ____________ .

  a. prevent the development of business
  b. allow government to reform big businesses
  c. help unions improve working conditions

20. The United States become an industrial nation during ____________ .

  a. 1840–1865
  b. 1865–1915
  c. 1901–1910

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 21. Thomas Edison is famous for inventing the long-lasting electric light bulb.

__________ 22. Mass production resulted in the high costs of goods.

__________ 23. Use of the conveyor belt led to assembly line production.

__________ 24. Standard Oil Company made few profits during the early industrial age.

__________ 25. Plentiful natural resources helped the development of industry in the United States.

Keys

Practice (p. 191)

1. D
2. E
3. C
4. B
5. A

Practice (p. 192)

1. B
2. A
3. D
4. C
5. division of labor
6. assembly line
7. urban
8. natural resource

Practice (p. 193)

1. F
2. G
3. C
4. E
5. D
6. B
7. A

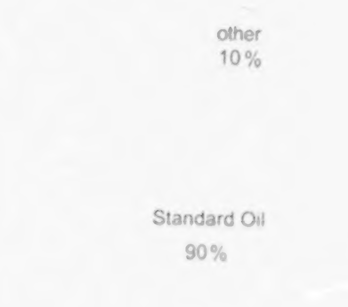
Practice (p. 194)

1. developed steel monopoly, Carnegie steel
2. made first all-steel plow
3. invented the phonograph and electric light bulb
4. invented conveyor belt
5. invented the sewing machine
6. owned and directed United States Steel Corporation
7. invented the telegraph
8. started the Standard Oil Trust
9. started a railroad trust
10. invented the cotton gin and introduced the idea of interchangeable parts in the production of muskets

Practice (p. 195)

1. b
2. a
3. a
4. b
5. a
6. b

Practice (p. 196)



Practice (p. 197)

1. c
2. c
3. a
4. c
5. a
6. c

Practice (pp. 198-199)

1. industrial nation
2. trusts
3. assembly line
4. corporation
5. Sherman Antitrust Act
6. profits
7. interchangeable parts
8. division of labor
9. natural resources

Keys

10. urban
11. rural
12. monopoly
13. reform
14. invest

Unit Assessment (pp. 77-79TG)

1. I
2. E
3. C
4. B
5. H
6. A
7. J
8. G
9. F
10. D
11. c
12. a
13. c
14. b
15. a
16. b
17. a
18. b
19. b
20. b
21. True
22. False
23. True
24. False
25. True

Unit 7: Problems in Industrial America (1867-1935)

This unit emphasizes economic, political, and social problems caused by the Industrial Revolution.

Unit Focus

- problems of farmers and industrial workers
- how farmers organized to pass laws
- how industrial workers organized to form unions
- reasons many immigrants came to America
- reasons labor force was greatly increased
- reasons urban growth became a major problem

Suggestions for Enrichment

1. Have students interview a member of a labor union. This could be a teacher or administrator at school, or a relative or friend. Find ways the union has changed working conditions and improved benefits. Report findings to class.

2. Have students investigate problems in factories today. Students may visit a local factory, or talk to someone who has worked in a factory. Ask students to make a list of problems and compare them with the problems listed in this unit to determine how the problems have changed.

3. Have students report on current news about labor unions using newspapers or magazines.

4. Invite a representative from a local employment office to visit the class. Students could interview the representative about such topics as jobs and requirements in today's labor market. Or students could use a newspaper to find out what kinds of jobs are available in the local area.

5. Have students examine the history of child labor, especially during the Industrial Revolution. Ask students to investigate modern exploitation of child labor. Then have students write a first-person story about life in America during the Industrial Revolution.

6. Have students create a mission statement for a student union identifying at least four main goals the union should represent. Have students include rules about who would be allowed to join and who would be excluded. Students should also discuss who would want to join and who would not.

7. Have students make a Venn diagram showing the goals and accomplishments of members of the AFL-CIO and the Knights of Labor.

8. Ask students to research and create a presentation on the worldwide environmental impact of the Industrial Revolution and address the cause and effects of acid rain, pollution, global warming, deforestation, and extinctions, using text, pictures, maps, and/or diagrams. (Note, some proposed solutions can be found on the Rocky Mountain Institute Web site (http://www.rmi.org).

9. Have students choose a country on the verge of industrialization. Ask students to pretend to be an outside consultant hired by the government and create a proposal to present to the next meeting of Congress explaining their plan for industrialization. Have students explore the national resources, culture, economy, animal habitats, cities, and indigenous peoples of the country. Ask students to be as specific in their proposed plan as possible: Where will the factories be built? What indigenous peoples' way of life should be protected and how? What industries could make use of the country's natural resources? What sort of restrictions on pollution, deforestation, and environmental degradation should be proposed to be balanced in the industrialization plan? What laws should be recommended to Congress to prevent abuse of workers and the environment? What natural wonders, wild areas, and species should be protected? What sort of experts should be called upon to advise on the plan? Create people (real or imaginary) and list their accomplishments and areas of expertise, and explain why their input is valued. Have students present proposals to the class.

10. Discuss how industrialized countries are experiencing yet another revolution. People are increasingly free to work out of the cities and to telecommute to work. What inventions made this possible? What are the pros and cons of the revolution? Ask students to project themselves 50 years into the future and ask what they think the world will be like then.

11. Ask students what is meant by the old-time saying that "America is a melting pot." Ask students who know their family history to describe their family origins to the class. Share something about your own background.

12. Have students find and read articles about new immigrants to this country. Ask students to try to imagine what life is like for these new Americans: new language; new schools; new jobs; day-to-day problems they might face; and changes they would need to make in their lifestyles. Then ask students how we might help new Americans adjust.

13. Arrange for recent immigrants to speak to the class about what it was like to leave one country for another.

14. Invite a representative of the local immigration department to talk about what a person has to do to become an American citizen and challenges new immigrants face.

15. Have students use a graphic organizer such as a web to map a definition of themselves.

16. Have a speaker from a local genealogical society speak to the class about how to begin to trace a family tree and what resources are available locally.

17. Have students select a country from which his or her ancestors originated and research events that caused people to immigrate from that country and what influenced their selection of a new region to live.

18. Ask students to trace their family tree as far back as their ancestors who emigrated to America (emphasis will be on these individuals). The main resources will include family documents, records, pictures, and interviews. Have students prepare a written and oral report that includes a history of the first immigrants in their families. Include place of birth; pictures (if available); what brought them to the United States; a summary of their life in their original country and in the United States; examples of customs, dress, music, and religion they brought to America; a short history of the country they came from; and their effect on student's family. In the oral presentation, encourage visual aids consisting of pictures, items from the "old country," music, posters, etc.

19. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

blacklisted
immigrant
strike
surplus
tenements

____________________ 1. Workers were fired for joining a union and no other factories would hire them.

____________________ 2. Entire families lived in small rooms in shabby apartment buildings.

____________________ 3. So much food was brought to the picnic that all of it could not be eaten.

____________________ 4. Hans is a foreigner who came to the United States to live and work.

____________________ 5. The workers refused to go to their jobs and the company lost money.

Circle the letter of the correct answer.

6. Railroads caused problems for farmers by ____________ .

   a. building across their farmlands
   b. charging high prices and cheating them
   c. refusing to ship farm goods to the cities

7. Farmers decided to organize to ____________ .

   a. work together to keep banks from taking their farms
   b. buy more farm machinery
   c. grow more food

8. In early industrial America ____________ .

   a. workers earned large incomes
   b. new factories were very safe places to work
   c. workers were forced to work long hours with low pay

9. One important way the American Federation of Labor (AFL) was different from the Knights of Labor was ____________ .

   a. workers in the AFL received much lower wages
   b. only skilled workers could join the AFL
   c. the Knights of Labor refused to admit women and African Americans

10. New immigrants came from ____________ .

    a. Southern and Eastern Europe
    b. North Africa and the Middle East
    c. South America and Asia

11. The use of machinery in farming resulted in ____________ .

    a. a decrease in the amount of food that could be produced
    b. the production of more food than could be used
    c. higher cost for farm goods

12. The purpose of the Granger Laws was to ____________ .

    a. force the railroads to raise their shipping costs
    b. improve the working conditions for industrial labor
    c. allow elected officials to help the farmer

13. After fighting in the Haymarket Riot, many workers left the Knights of Labor because ____________ .

    a. the Knights of Labor had caused the violence
    b. they blamed the Knights of Labor for the fighting
    c. the leaders of the Knights of Labor were killed in the fighting

14. A group of industrial workers that join together to improve wages and working conditions is called ____________ .

    a. a labor union
    b. a grange
    c. a corporation

15. When a worker signed a yellow-dog contract, he ____________.

   a. promised not to join a labor union
   b. agreed that he would accept low wages
   c. was able to carry on collective bargaining with the company

16. The man famous for starting the American Federation of Labor (AFL) was ____________.

   a. Terence V. Powderly
   b. John L. Lewis
   c. Samuel Gompers

17. A major goal of the Populist Party was to ____________.

   a. improve the prices paid for farm goods
   b. regulate businesses that provided services to people
   c. make it legal to join a labor union

18. The growth of big businesses created problems for industrial workers by ____________.

   a. requiring workers to work 12-to-14 hours a day
   b. paying them higher wages
   c. giving them more rest breaks

19. The act that showed the United States government had improved its attitude toward labor was the ____________.

   a. Wagner Act
   b. Granger Act
   c. Populist Act

20. The rapid growth of urban areas in the early industrial age resulted in ____________.

   a. the development of clean, modern cities
   b. overcrowded and dirty cities
   c. loss of jobs in large cities

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

________ 21. More food became available to people in American cities during the industrial age.

________ 22. Labor unions declined because they were unable to persuade the government to help them.

________ 23. Young children were never allowed to work in the factories.

________ 24. One reason for the growth of urban areas was the large number of immigrants.

________ 25. The development of industry resulted in big businesses becoming wealthy and powerful in the United States.

Keys

Practice (p. 212)

1. A
2. D
3. E
4. B
5. C
6. F

Practice (p. 213)

Organizations of the Industrial Period

group	members	goals	accomplishments
AFL-CIO	skilled craft and industrial workers	improve working conditions and pay	gained great political power; won right of collective bargaining
Grange	farmers	stop unfair practices of railroads; keep their land from being taken away by banks	by joining together they were heard by state legislatures
Populist Party	farmers	regulate businesses that provided services	gained political power; laws were passed to help farmers
Knights of Labor	skilled and unskilled workers	improve working conditions and pay	gained great political power; won right of collective bargaining

1. A
2. C
3. B

Practice (p. 214)

1. Railroads overcharged farmers to ship goods to market.
2. AFL-CIO allowed only skilled workers to join union.
3. Business said labor unions had no right to tell them what to do.
4. A strike turned violent, resulting in several workers and the policemen being killed.
5. Business and industry were creating great wealth for the United States.

Practice (pp. 215-216)

1. b
2. c
3. a
4. b
5. c
6. a
7. b
8. c

Practice (p. 217)

1. False—unsuccessful
2. False—lost, declined
3. True
4. False—England, Ireland, Germany
5. True
6. True

Practice (p. 218)

1. tenements
2. alliances
3. yellow-dog contract
4. new immigrants
5. Populists
6. strike
7. surplus
8. American Federation of Labor

Practice (p. 219)

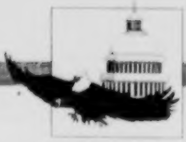
1. Wagner Act
2. labor unions
3. collective bargaining

Keys

4. Knights of Labor
5. blacklist
6. CIO
7. Grange
8. Granger Laws

Unit Assessment (pp. 87-90TG)

1. blacklisted
2. tenements
3. surplus
4. immigrant
5. strike
6. b
7. a
8. c
9. b
10. a
11. b
12. c
13. b
14. a
15. a
16. c
17. b
18. a
19. a
20. b
21. True
22. False
23. False
24. True
25. True



Unit 8: Becoming a World Power (1867-1898)

This unit emphasizes how the United States began to look beyond its boundaries and expand its interests to make colonies of other countries and territories.

Unit Focus

- reasons the United States wanted colonies
- ways the United States gained territories in Caribbean, South America, and Pacific
- ways the United States became a world power after Spanish-American War
- examples of foreign policy concerning Hawaiian Islands during administrations of presidents Grover Cleveland and William McKinley
- examples of United States colonial policy concerning Cuba
- current status of American colonies

Suggestions for Enrichment

1. Have students research any of the events discussed in this unit and then write a report in the form of a newspaper article. Some topics of special interest might be ones listed below.
    - William Seward's purchase of Alaska in 1867
    - revolt and overthrow of the queen of Hawaii in 1897
    - sinking of the *USS Maine*
    - Spanish-American War
2. Ask students to prepare a bulletin board that illustrates the major events leading to the Spanish-American War.

3. Have students create a poster urging Americans to favor or oppose manifest destiny and the acquisition of colonies.

4. Have students search the Internet for information about the sinking of the *USS Maine*.

5. Have students graph deaths in the Spanish-American War and their causes such as malaria, typhoid, and wounds.

6. Have students choose a historical figure (such as Gandhi, Hirohito, Mao, Churchill, Mandela, Lincoln) and report on the dates that person lived, where he or she lived, and his or her accomplishments. After all students have reported on an individual, have them discuss whether similarities and differences between these accomplishments and whether that person's culture affected them.

7. Have students select specific events from a period in United States history. Ask students to draw a symbol for each event and arrange the date of each event with its appropriate symbol on a timeline. Have students divide the paper into equal parts and place dates and events into each part sequentially or ask them to place the date and events equally above and below the timeline. Ask students to color in dates, events, and symbols. Then have students discuss and explain their timeline. Display timelines around the room.

8. Use bingo to review a unit or vocabulary words. Develop a list of 25 key people, events, important dates, and vocabulary words. Design a bingo grid with five columns and five rows. Have students write clues in the form of a question or complete a statement using one- or two-word answers. Have them place the clues on one side of a 3" x 5" card and the correct response on the other side. Have students print the word or words on the bingo-card grid. Allow students to practice with a partner and the clue cards. Collect the clue cards, then have students exchange bingo cards and play the bingo history review game.

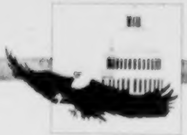
9. Have students create a personal timeline on a three-to-four foot roll of paper (or several sheets taped together). Ask students to mark the timeline at intervals of one or one and one-half inches to equal one year and indicate above the line the major personal events that have occurred during their lives (e.g., birth of siblings, major trips, accidents, most important accomplishments). On top of the line, have students indicate the major world events that have occurred during their lifetime. You may demonstrate the process by drawing your own timeline on the board.

10. Set up two circles of chairs, an inner circle and a circle around the inner circle. Have student in the inner circle debate an issue for 10 minutes. Then have students in the outer circle respond to what has been heard.

11. Ask students to research the history behind rituals in American government and the historical basis of the titles of United States government officials (e.g., whip, Sergeant of Arms, senator).

12. Have students decorate a shoebox to illustrate a historical event.

13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______	1. strong feelings of pride and loyalty toward one's country	A. imperialism
______	2. fighting against a government	B. independence
______	3. belief in taking colonies to expand a nation's empire	C. nationalism
______	4. colony owned by a country	D. possession
______	5. freedom to make one's own decisions	E. revolt

Match each **effect** *with the correct* **cause**. *Write the letter on the line provided.*

	effect	**cause**
______	6. The United States gains colonies.	A. Americans wanted the United States to govern Hawaii.
______	7. The Hawaiian ruler was forced to give up her throne.	B. The *USS Maine* was blown up.
______	8. The United States declared war on Spain.	C. The United States defeats Spain.
______	9. Americans decide purchase of Alaska was important.	D. Some Americans were against imperialism.
______	10. The President refused to make Hawaii a part of the United States.	E. Gold and oil are discovered.

Circle the letter of the correct answer.

11. American businessmen and farmers wanted colonies ________ .

    a. to show that the United States was powerful
    b. to gain new land where factories and farms could be built
    c. as markets where they could sell the extra goods they produced
    d. where they could find more labor for industry and farming

12. Many Americans believed in manifest destiny, which meant they ________ .

    a. were against the purchase of Alaska from the Russians
    b. did not support the United States war with Spain
    c. were proud that Europe was gaining overseas colonies
    d. felt it was America's fate to expand the United States as far as possible

13. Before the United States could take and keep colonies overseas, they needed ________ .

    a. a larger and more powerful air force
    b. to produce more goods to sell
    c. a stronger sense of nationalism
    d. an industrial revolution at home

14. The President who was against imperialism was ________ .

    a. William McKinley
    b. Grover Cleveland
    c. John Hay
    d. William Seward

15. The United States government declared war on Spain because ________ .

    a. they feared that Cuba would become a Communist nation
    b. American businessmen wanted protection for their investments in Cuba
    c. the *USS Maine* was sunk in a Cuban harbor
    d. b and c, but not a

16. All of the following territories became American colonies after 1898 except ________ .

    a. Guam
    b. Philippine Islands
    c. Spain
    d. Puerto Rico

17. In the years following the war, Cuba and the Philippine Islands were ________ .

    a. granted full United States citizenship
    b. given American business investments
    c. granted independence by the United States
    d. admitted to the United States in 1959

18. The United States resisted becoming an imperial nation because ________ .

    a. most Americans did not want to control people in faraway places
    b. keeping colonies cost Americans too much money
    c. there was no longer a need for raw materials
    d. it did not have a powerful military

19. After the Spanish-American War, other nations ________ .

    a. no longer trusted the United States
    b. feared the United States would take their overseas colonies
    c. felt great respect for the United States as a new world power
    d. were angry that the United States had defeated the Spanish Empire

Use the **timeline** *below to circle the letter of the correct answer.*

1867	1898	1934	1959
The United States purchases Alaska from Russia.	Spanish-American War is fought. Cuba is obtained from Spain after Spanish-American War. Hawaii is made an American colony by President McKinley.	Cuba is granted independence from the United States.	Alaska and Hawaii are granted United States statehood.

20. The United States gained its first colony in ____________ .
    - a. 1867
    - b. 1898
    - c. 1959

21. The United States gained two new colonies in 1898. They were ____________ .
    - a. Alaska and Cuba
    - b. Cuba and Hawaii
    - c. Hawaii and Alaska

22. Cuba was a United States colony for ____________ .
    - a. about 10 years
    - b. about 40 years
    - c. about 100 years

23. Cuba became an American colony as a result of ____________ .
    - a. the Spanish-American War
    - b. their purchase by the United States
    - c. a revolt led by the United States Marines

24. Alaska became a state ____________ .
    - a. before Hawaii
    - b. at the same time as Hawaii
    - c. after Hawaii

25. Hawaii became an American colony in ____________ .
    - a. 1936
    - b. 1959
    - c. 1898

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Keys

Practice (p. 231)

1867 United States purchased Alaska.

1893 United States military enforces its rule in Hawaii. United States and Samoan chiefs sign agreement to use the harbor at Pago Pago for fueling stations.

1898 United States makes Hawaii a possession or colony and Hawaiians were also made United States citizens the same year. Spanish-American War begins and ends; Spain defeated and United States made a world power.

1934 United States grants Cuba independence.

1946 United States grants the Philippine Islands independence.

1959 Alaska and Hawaii join the United States. Cuba has a Communist government ruled by Fidel Castro.

Practice (pp. 232-233)

1. c
2. b
3. a
4. c
5. d
6. c
7. b
8. c

Practice (p. 234)

1. C
2. H
3. E
4. F
5. G
6. B
7. A
8. D
9. I
10. J

Practice (p. 235)

1. They thought Alaska was a cold, frozen wilderness.
2. Russia
3. discovery of gold and oil
4. Great Britain and Germany
5. 90 miles
6. William McKinley
7. four months
8. United States
9. They viewed the United States as a world power.

Practice (p. 246)

A– Alaska
F– Cuba
C– Guam
D– Hawaii
B– Philippine Islands
G– Puerto Rico
E– Samoan Islands

Practice (p. 237)

1. Canada
2. Philippine Islands
3. Guam
4. south
5. Pacific

Practice (p. 238)

Pacific Ocean Islands
- Guam
- Hawaii
- Philippine Islands
- Samoa

Caribbean Sea Islands
- Cuba
- Puerto Rico

United States
- Alaska
- Hawaii

Keys

United States Territories
Guam
Philippine Islands
Puerto Rico
Samoa

Independent Countries
Spain
Germany
Great Britain
United States
Cuba
Russia
Philippine Islands

Practice (p. 239)

1. colony
2. revolt
3. manifest destiny
4. nationalism
5. raw materials
6. Seward's Folly
7. colonial policy
8. imperialism
9. *USS Maine*
10. Pearl Harbor

Unit Assessment (pp. 97-100TG)

1. C
2. E
3. A
4. D
5. B
6. C
7. A
8. B
9. E
10. D
11. c
12. d
13. c
14. b
15. d
16. c
17. c
18. a
19. c
20. a
21. b
22. b
23. a
24. b
25. b

Unit 9: United States Foreign Policy (1898-1933)

This unit emphasizes how the United States had become a world power by the early 20th century.

Unit Focus

- ways United States gained sphere of influence in China
- foreign affairs and policies during administrations of Presidents Theodore Roosevelt, William Howard Taft, Woodrow Wilson, and Franklin D. Roosevelt
- ways United States gained control in Latin America and Caribbean
- problems in Latin America
- reasons United States became a world power

Suggestions for Enrichment

1. Have students conduct research to find current photographs of the parts of the world discussed in this unit. Have them prepare a photographic essay and post on bulletin board.
2. Ask students to pretend to be one of the following: (1) a missionary during the Boxer Rebellion; (2) a worker on the Panama Canal; (3) a United States Marine in Latin America. Then have students write a one to two page letter or journal entry describing their experiences.
3. Have students conduct further research on the fight against malaria and yellow fever. Have them present the findings orally or in a written report.
4. Ask students to draw a political cartoon which depicts any of the major events of the period.
5. Have students develop a foreign policy statement for the United States.

6. Have students interview people who have visited, worked in, or served in the military in foreign countries. Brainstorm other questions to ask in addition to the following.

   - During what years were you in the foreign country or countries?
   - What local customs do you most remember?
   - In what ways was this nation most different from the United States?
   - In what ways were the people most like the people in the United States?
   - What were the attitudes of the people toward the United States?
   - What was the climate and weather like?
   - In what kind of houses did people live?
   - How much of the society seemed rich? Poor?
   - How did people earn a living?
   - What were the dominant religious groups?
   - What political events most concerned the local people during your stay in their country?

   Ask students to present the information gathered in the interview and support their presentation with maps, pictures, and perhaps even clothing, crafts, or food from the area.

7. Have students work in pairs to research a historical figure. Ask students to prepare interview questions and answers and present the interview to the class, along with a timeline of the person's life.

8. Use a cooperative group for a *Jeopardy* review. Divide students into groups of two to five students. Give each student a colored marker and a piece of paper divided into grids to match the number of topics and questions. Ask students to write answers to all questions as asked, then circulate around the room to check answers and award points, having students keep their own scores.

9. Have students outline their autobiography, emphasizing achievements, interests, and ambitions (e.g., birth data, residences, childhood friends, vacations, clubs and sports, hobbies, awards and achievements, school experiences, classes, employment or volunteer work, future plans and ambitions).

10. Ask students to present clothes, songs, art, music, or dances from different time periods.

11. Theodore Roosevelt was the first President to have his life chronicled on film. These films can be downloaded in MPEG, Quicktime, or RealMedia on the Library of Congress' collection (www.loc.gov), along with a timeline and essays. (The Web site provides a link to download this free software.)

12. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. Several European nations had created spheres of influence in China. This means they ___________ .
   a. had taken control of the Chinese government
   b. were granted special trading rights there
   c. went to China to help improve the lives of the people
   d. refused to allow the United States to trade with China

2. Secretary of State John Hay's Open Door Policy resulted in ___________ .
   a. the United States and other countries carrying on trade with China
   b. war between the United States and Europe over trading rights in China
   c. China sending its college students to American universities
   d. China's decision to trade only with the United States

3. The Boxer Rebellion was fought to ___________ .
   a. force foreigners out of China
   b. put an end to boxing matches
   c. send college students to the United States
   d. help promote boxing matches

4. European powers were prevented from taking over China after the Boxer Rebellion when ___________ .
   a. the United States agreed to pay for the damage caused by the fighting
   b. the United States persuaded the Chinese to pay for the damage and punish the Boxers
   c. China forced all foreigners to leave the country
   d. the United States sent troops to help China

5. The United States President responsible for building the Great White Fleet was __________ .

   a. Theodore Roosevelt
   b. William Howard Taft
   c. Franklin Roosevelt
   d. Woodrow Wilson

6. The United States obtained the rights to the Panama Canal Zone by __________ .

   a. fighting a war with Colombia
   b. buying the land from Panama
   c. taking it from the French engineers
   d. leasing the land from Panama

7. The United States built the Panama Canal in order to __________ .

   a. have a military base in Central America
   b. provide a shorter water route between the Atlantic and Pacific oceans
   c. control the diseases that were killing many people
   d. show Central Americans that the United States was a good neighbor

8. The United States policy of building hospitals, schools, and highways in Latin America was nicknamed __________ .

   a. the Open Door Policy
   b. the Good Neighbor Policy
   c. dollar diplomacy
   d. the Roosevelt Corollary

9. President Woodrow Wilson sent troops into Mexico in 1914 because __________ .

   a. he wanted to make Mexico an American colony
   b. the Mexicans refused to trade with American businesses
   c. he wanted Mexico to show greater respect for the United States
   d. he wanted to protect Americans and their property

10. In 1933 President Franklin Roosevelt improved relations with Latin America with his ____________ .

    a. Good Neighbor Policy
    b. dollar diplomacy
    c. Roosevelt Corollary
    d. Great White Fleet

Use the list below to complete the following statements.

Asia
China
Gulf of Mexico
Latin America
Mexico
Pacific Ocean
Panama
Panama Canal
south
west

________________________ 11. major ocean that separates the United States from China

________________________ 12. country where the United States built a large canal

________________________ 13. country where the Boxer Rebellion took place

________________________ 14. Latin American country that forms the southern border of the United States

________________________ 15. continent on which China is located

________________________ 16. name of Mexico, Central America, and South America

________________________ 17. large body of water that forms a southern boundary of the United States

________________________ 18. waterway that provides a shorter water route from the Atlantic to the Pacific Ocean

______________________ 19. direction of China from the United States

______________________ 20. direction of Latin America from the United States

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 21. United States troops could have walked all the way to Mexico.

__________ 22. Chinese students reached the United States by crossing the Pacific Ocean.

__________ 23. The Good Neighbor Policy improved relations with countries north of the United States.

__________ 24. There is no shortcut for ships sailing from the Atlantic Ocean to the Pacific Ocean.

Keys

Practice (p. 252)

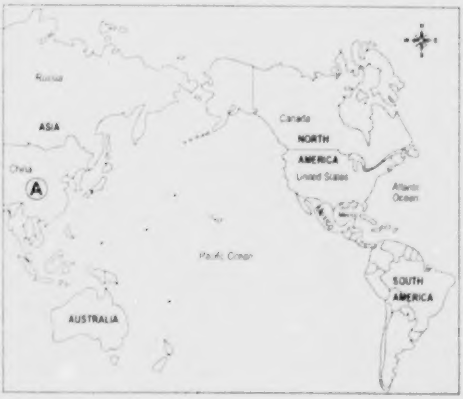
United States Foreign Affairs

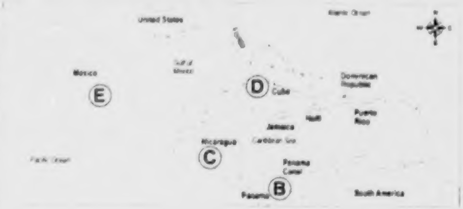
Name	American Responsible	Main Ideas or Main Benefits	Date
Open Door Policy	Secretary of State John Hay	Stop Europe from taking over China trade; open all China to United States trade	1900
Great White Fleet	President Theodore Roosevelt	Protect United States trade; show American naval power	1907
Panama Canal	President Theodore Roosevelt	Provide shorter route from Atlantic Ocean to Pacific Ocean; establish American control in Central and Latin America	1902-1914
Roosevelt Corollary	President Theodore Roosevelt	Act as police officer in Latin America; help countries solve problems	1904
Dollar Diplomacy	President William Howard Taft	Protect Latin America businesses; help countries solve problems	1912
American Troops in Mexico	President Woodrow Wilson	End threat to Americans and American property in Mexico, due to Mexican unrest	1914
Good Neighbor Policy	President Franklin Roosevelt	Remove troops and stop sending more United States troops into Latin America; treat Latin America with respect; lower tariffs and increase trade; improve United States-Latin American relations	1933

Practice (p. 253)

1. True
2. True
3. True
4. False
5. True
6. True
7. True
8. False
9. True
10. False

Practice (pp. 254-255)


Russia
ASIA
China
A
Pacific Ocean
AUSTRALIA
Canada
NORTH AMERICA
United States
Atlantic Ocean
SOUTH AMERICA


United States
Atlantic Ocean
Mexico
E
Gulf of Mexico
D
Cuba
Dominican Republic
Haiti
Puerto Rico
Jamaica
Caribbean Sea
Nicaragua
C
Pacific Ocean
Panama Canal
Panama
B
South America

1. Asia
2. Caribbean Sea
3. south
4. Pacific
5. Gulf of Mexico
6. Panama

Practice (p. 256)

1. spheres of influence
2. Corollary
3. leased
4. Great White Fleet
5. Boxer Rebellion
6. revolted

Practice (pp. 257-258)

1. a
2. b
3. c
4. b
5. a

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Keys

6. b
7. d
8. d
9. c

Practice (pp. 259-260)

1. empire
2. yellow fever
3. Good Neighbor Policy
4. Open Door Policy
5. revolt
6. Canal Zone
7. Great White Fleet
8. dollar diplomacy
9. spheres of influence
10. foreign policy
11. Roosevelt Corollary
12. Latin America
13. malaria
14. Panama Canal
15. Boxer Rebellion

Unit Assessment (pp. 107-110TG)

1. b
2. a
3. a
4. b
5. a
6. d
7. b
8. c
9. d
10. a
11. Pacific Ocean
12. Panama
13. China
14. Mexico
15. Asia
16. Latin America
17. Gulf of Mexico
18. Panama Canal
19. west
20. south
21. True
22. True
23. False
24. False

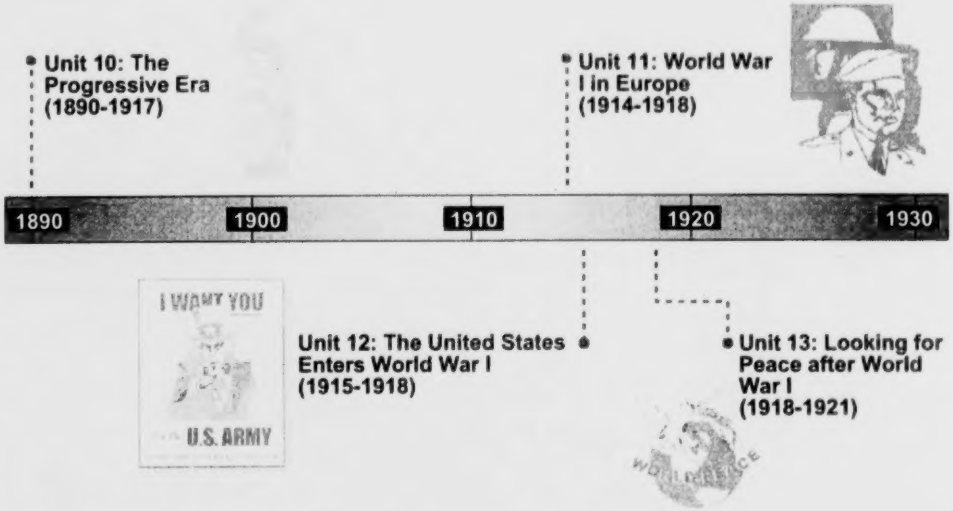
Section 3: America at Peace and at War (1890-1921)

Unit 10: The Progressive Era (1890-1917)

Unit 11: World War I in Europe (1914-1918)

Unit 12: The United States Enters World War I (1915-1918)

Unit 13: Looking for Peace after World War 1 (1918-1921)


Unit 10: The Progressive Era (1890-1917)
Unit 11: World War I in Europe (1914-1918)
1890
1900
1910
1920
1930
I WANT YOU
U.S. ARMY
Unit 12: The United States Enters World War I (1915-1918)
Unit 13: Looking for Peace after World War I (1918-1921)
WORLD PEACE

Unit 10: The Progressive Era (1890-1917)

This unit emphasizes problems created by industry and its control of government and how progressive movements helped bring about social reforms.

Unit Focus

- big business, political, and social problems
- business, government, and social reforms

Suggestions for Enrichment

1. Have students report on their city government. Have them prepare a chart to illustrate its organization.
2. Ask students to conduct newspaper research to learn about problems of government in cities today. Have them look for evidence of corruption or reform.
3. Invite a city administrator to discuss issues related to either health inspections of local dining places or the job of the modern urban forester.
4. Have students research voting habits of males and females over a five-year period.
5. Ask students to select a city and trace the development of society and politics within a city between 1921 and 1933 and analyze the changes in terms of how they transformed American life for its inhabitants while confirming American urbanization and diversity.
6. Have students research the changes in specific types of vehicles used for transportation from the 1400s to the 20th century. Have students draw examples of the various vehicles, highlighting improvements.

7. Have students research the following: When did telephone and electricity first become available to their community? When was the first road paved? The first school built?

8. Have students make a list of short sentences pulled from a history textbook. Collect the lists, present selected statements, and ask students to write whether they think each statement is a fact or an opinion. Choose three statements of importance to have students explain why the statement is a fact or opinion.

9. Use a form of *Jeopardy* to review the unit. Divide the topics of the unit and groups of students into five subtopics and five groups. Give each group five index cards for one subtopic and give each group a different colored marker. Ask each group to write five questions and answers, one on each index card.

   Ask students to decide the point value of each card, from easiest (100) to hardest (500), and put that number on the other side of the card. Optional: Put a "B" for bonus on the question and answer side so that card can be the wild card and the group getting that card can decide its point value. Then have students tape the cards from 100 points to 500 points under their subtopic on the board.

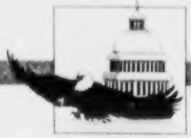
   Allow the first group to finish putting their cards on the board to go first, then go clockwise from group-to-group. When a subtopic and point value is requested, read the question. If the group answers correctly, the group earns the points. If not, the points are subtracted and the card goes back on the board. Students from any group cannot choose any questions they submitted.

10. Discuss how bumper stickers reflect people's opinion about political and social issues (e.g., nuclear disarmament, abortion, drug abuse, presidential campaigns). Ask students to record interesting bumper stickers related to local or national issues. Have students discuss the following: Why have bumper stickers become so popular? What can you learn about a car's owner from bumper stickers? In what ways might bumper stickers be of value to society or the individual? Can they be harmful? What were the early historical equivalents of today's bumper stickers?

Cite examples and solicit other slogans that might have appeared on bumper stickers had they been in vogue (e.g., "California or Bust," "Remember the *Maine*," "No Taxation without Representation," "Fifty-four Forty or Fight," "Remember the Alamo," "Tippecanoe and Tyler Too"). Ask students to design bumper stickers that would accurately reflect the attitudes of an earlier group on some historical issue (e.g., opposition to the whiskey tax, Loyalists' support for the Crown, anti-federal sentiment, muckraking, Alien and Sedition Acts, antitrust movement, the purchase of Alaska, carpetbaggers, the McKinley Tariff, battleship diplomacy, free schools, labor organizing, women's suffrage, the gold standard, prohibition, trustbusting).

11. Have students research a specific historical event and the people involved. Then ask students to write a dialogue depicting a television reporter interviewing the historical figure in a five-to- minute interview in a newscast format. Encourage students to bring in some personal information about the historical figures to make it funny or serious in nature.

12. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

direct primary
income tax
initiative
political machines
progressives
recall
referendum
settlement house
spoils system
suffrage

________________ 1. a community center that provided assistance to residents and immigrants in a slum neighborhood

________________ 2. process that allows citizens to vote a public official from office

________________ 3. the practice of a winning political party rewarding friends and supporters by appointing them to government jobs

________________ 4. the right to vote

________________ 5. supporters of reform or change in the late 19th and early 20th century

________________ 6. procedure in which voters initiate, or introduce, a bill in their state legislatures

________________ 7. voters directly elect candidates from their political parties to run for an office

________________ 8. payment to the government based on the amount of money earned by an individual

____________________ 9. powerful group of people who controlled city government

____________________ 10. a particular proposal, or bill, that is decided by a popular vote of the people, not the legislature

Circle the letter of the correct answer.

11. The Progressive Era was a time in American history when __________ .

    a. most people had good jobs and lived well
    b. people tried to reform society
    c. few people really cared about social conditions

12. Under Presidents Roosevelt, Taft, and Wilson, the government __________ .

    a. began to regulate businesses
    b. stopped trying to break up monopolies
    c. refused to investigate complaints about railroads

13. Muckrakers were writers who told Americans about __________ .

    a. the way Native Americans were being treated
    b. corruption in government and businesses
    c. finding better jobs in big cities

14. Before the Progressive Era, many large cities were controlled by powerful __________ .

    a. city bosses
    b. city reformers
    c. city managers

15. The reform movement in government resulted in __________ .

    a. unqualified people receiving jobs under the spoils system
    b. increased control over the government by citizens
    c. an end to direct election of officials

16. The United States President who earned the name of *trustbuster* was __________ .

    a. William Howard Taft
    b. Woodrow Wilson
    c. Theodore Roosevelt

17. The law that created a more stable money and banking system for the United States was the __________ .

    a. Federal Reserve Act
    b. Federal Trade Commission
    c. Federal Income Tax

18. The 19th Amendment gave women the right to __________ .

    a. earn wages equal to men
    b. vote in national elections
    c. get an education

19. A referendum takes place when __________ .

    a. the Supreme Court makes a decision
    b. a big business gains control of a small company
    c. voters decide on an issue or bill

20. The progressive movement affected the lives of American children by __________ .

    a. requiring them to attend school
    b. preventing them from working in factories
    c. ending child labor laws

21. During the Progressive Era, African Americans __________ .

    a. began to organize to improve their conditions
    b. made no new gains
    c. were forced back into slavery

22. Upton Sinclair's book *The Jungle* __________ .

    a. described the corruption in state governments
    b. exposed the unsanitary conditions in the meat packing industry
    c. attacked the power of the Standard Oil Company

23. Some trusts were broken up under the ____________ .

  a. Pendleton Act
  b. Sherman Antitrust Act
  c. Hepburn Act

24. The 16th Amendment permitted the federal government to collect income tax because money was needed to ____________ .

  a. help pay for government expenses
  b. provide assistance and education for poor immigrants
  c. pay workers who were injured on the job

25. The Progressive Era came to an end with the beginning of the ____________ .

  a. Civil War
  b. World War I
  c. Spanish-American War

Keys

Practice (p. 278)

1. I
2. D
3. F
4. E
5. B
6. G
7. A
8. H
9. C

Practice (p. 279)

1. G
2. A
3. F
4. C
5. D
6. H
7. E
8. B

Practice (p. 280)

1. Wrote a book attacking big business, especially Standard Oil Company.
2. Wrote about corruption in city government.
3. Wrote *The Jungle*, a book about unsanitary conditions in meat packing plants.
4. Helped establish the National Association for Colored People (NAACP).
5. Established a settlement house called Hull House in Chicago slums to serve as a center to assist poor immigrants.
6. Worked for women's suffrage.

Practice (p. 281)

Correct answers will be determined by the teacher.

Practice (pp. 282-283)

1. b
2. c
3. b
4. c
5. c
6. b
7. a
8. b

Practice (pp. 284-285)

1. a
2. b
3. b
4. a
5. b
6. a
7. a
8. a
9. b
10. a

Practice (p. 286)

1. O
2. O
3. O
4. F
5. F
6. O
7. F
8. O
9. F

Practice (pp. 287-288)

1. True
2. False
3. False
4. True
5. True
6. False
7. True
8. True

Keys

9. True
10. True
11. True
12. False
13. False
14. True
15. False
16. True

Practice (p. 289)

1. E
2. B
3. C
4. A
5. D

Practice (p. 290)

1. B
2. E
3. A
4. C
5. D

Unit Assessment (pp. 119-122TG)

1. Hull House
2. recall
3. spoils system
4. suffrage
5. progressives
6. initiative
7. direct primary
8. income tax
9. political machines
10. referendum
11. b
12. a
13. b
14. a
15. b
16. c
17. a
18. b
19. c
20. a
21. a
22. b
23. b
24. a
25. b

Unit 11: World War I in Europe (1914-1918)

This unit emphasizes how the growth of imperialism and militarism caused large European countries to distrust each other and how events in Europe led to the Great War, now known as World War I.

Unit Focus

- events in Europe resulting in the growth of imperialism and strong feelings of nationalism
- impact of military buildup and development of alliances in Europe
- reasons World War I (the Great War) began in Europe
- main causes of World War I (MAIN—**m**ilitarism, **a**lliances, **i**mperialism, **n**ationalism)

Suggestions for Enrichment

1. Ask students to research recent events in Bosnia and compare them to events that happened in the same area of the world prior to World War I.
2. Have students create montages which express their views and feelings about the United States involvement in World War I.
3. Have students write a short report on Francis Joseph or Archduke Francis Ferdinand.
4. Have students choose one of these countries: Germany, Russia, France, or Great Britain to role-play the part of an ambassador from that country. Then have students discuss the reasons for that country's entry into World War I.
5. Ask students to write editorials that might have appeared in a newspaper that support a country's decision to go to war (e.g., Germany, France, Great Britain, United States, Austria-Hungary, Russia).

6. Have students identify on a map of Europe the newly created nations and territories lost by Germany, Austria-Hungary, and Russia at the time of the Armistice in World War I.

7. Have students identify Triple Alliance and Triple Entente countries on a map of Europe before World War I (1914) and answer the following: What were geographical advantages and disadvantages of the Triple Entente and the Triple Alliance?

8. Ask students to research and to create a timeline for June 1914 to November 1918. Then have students answer the following questions: What set off the chain of events that led to full-scale war? Which nation first declared war? How long did the war last? When did the United States enter the war?

9. Have students prepare a newscast as if they were reporting from Sarajevo on the assassination of Archduke Francis Ferdinand. Have students include reactions from cities such as Paris, London, Vienna, Berlin, Washington, or Moscow.

10. Have students plan and create newspapers using desktop publishing software and clip art reflecting the historical period being studied. Brainstorm subjects to include. Invite a speaker from a local newspaper to discuss how news events are investigated and reported.

11. Have students write a newspaper covering local and national news of a selected year. Other potential news items might include the following: sports results, current music, recent books, new products, weather, fads and fashions, plays, new inventions, natural disasters and accidents, and local births and deaths.

12. Have students research specific historical events (e.g., battles, assassinations, new inventions, major trials) and prepare on-the-spot television reports written as dispatches from the field as though they were there with eyewitnesses.

13. Engage students in a "Who Am I" activity. Have students develop lists of five to six clues for persons they have studied. Divide the class into two or more teams. A team receives a clue; if they answer correctly based on the first clue, the team receives 10 points; after the second clue, eight points, and so on.

14. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

alliance
Allied Powers
assassinate
Central Powers
colony
imperialism
independent
militarism
nationalism
neutral

____________________ 1. an agreement between two or more countries, groups, or people to work together

____________________ 2. loyalty and devotion to one's country

____________________ 3. alliance composed of Austria-Hungary and Germany

____________________ 4. belief in having a strong army and navy

____________________ 5. free from control of another

____________________ 6. to kill a prominent person

____________________ 7. not taking sides in a conflict

____________________ 8. alliance composed of Great Britain, France, and Russia

____________________ 9. taking colonies to expand a nation's power and wealth

____________________ 10. a country controlled by another country

Circle the letter of the correct answer.

11. World War I was caused, in part, by ____________.
    a. the fear that small countries were too dependent on more powerful ones
    b. the great wealth of all the countries
    c. a growing spirit of extreme nationalism within many countries
    d. failure of major powers to develop large militaries

12. European countries wanted colonies for all of the following reasons except ____________.
    a. they needed more land for farming
    b. they wanted overseas markets where they could sell their goods
    c. colonies could serve as military bases
    d. colonies were a source of natural resources needed in factories

13. Military buildup in Europe caused people ____________.
    a. to think a war was coming
    b. to feel they were safe from war because they had large armies
    c. to fear the United States might invade and destroy their weapons
    d. to be nicer to their neighboring countries

14. The war began in Europe because of ____________.
    a. the demand for Bosnia's independence
    b. competition between countries for overseas colonies
    c. the assassination of Archduke Ferdinand in Sarajevo
    d. extreme feelings of nationalism by Serbia

15. Austria-Hungary declared war on Serbia because ____________.
    a. Serbians wanted their independence
    b. Serbia was blamed for the murder of Archduke Ferdinand
    c. Serbia had entered a military alliance with Russia
    d. the emperor did not want Serbia as a territory of his country

16. The declaration of war against Serbia resulted in __________ .
    - a. other countries reducing their militaries
    - b. an immediate attack on Austria-Hungary by the United States
    - c. war between Austria-Hungary and German
    - d. a world war that lasted four years

17. An important reason that most of Europe became involved in the war was that __________ .
    - a. many of the nations had joined military alliances with each other
    - b. they were angry over the assassination of the Archduke Ferdinand
    - c. they feared Austria-Hungary would conquer all of Europe
    - d. they wanted to help the smaller countries gain their freedom

18. The large nations of Europe believed in militarism. This means that __________ .
    - a. they worked to limit the size of militaries in Europe
    - b. they hoped to preserve peace between each country
    - c. only a few nations kept a large military
    - d. they believed in building large militaries

19. Francis Joseph was __________ of Austria-Hungary.
    - a. elected president
    - b. the emperor
    - c. next in line to head the government
    - d. the Archduke

20. When war broke out in Europe in 1914, the United States __________ .
    - a. immediately entered the war
    - b. joined on the side of the Central Powers
    - c. did not take sides
    - d. was not concerned about the war in Europe

Classify each **nation** *by writing* **A** *for* **Allied Power** *or* **C** *for* **Central Power**.

_______ 21. Germany

_______ 22. France

_______ 23. Austria-Hungary

_______ 24. Great Britain

_______ 25. Russia

Keys

Practice (p. 300)

1. Natural resources, markets to sell their products, and key military bases.
2. They distrusted each other.
3. By forming alliances with stronger nations.
4. He was assassinated.
5. 1914

Practice (p. 301)

1. b
2. a
3. c
4. b
5. c

Practice (p. 302)

1. b
2. a
3. c
4. b
5. b

Practice (pp. 303-304)

Correct answers will be determined by the teacher using the map on page 297 of the student book as a reference.

Practice (p. 305)

Allied Powers
Belgium
France
Great Britain
Greece
Italy
Montenegro
Portugal
Romania
Russia
Serbia

Central Powers
Austria-Hungary
Bulgaria
Germany
Ottoman Empire

Practice (p. 306)

Correct answers will be determined by the teacher using the map on page 297 of the student book as a reference.

Practice (pp. 307-308)

1. Russia
2. Great Britain
3. Portugal
4. Mediterranean Sea
5. Austria-Hungary; Germany; France; Italy
6. Ottoman Empire
7. Switzerland; Serbia; Luxembourg
8. from east to west
9. Italy
10. Baltic Sea

Practice (pp. 309-310)

Answers will vary but should include the following:

1. Germany is located between its two enemies. That means Germany will have to fight on two sides, the east and west. It would be hard to defeat the two enemies in this position.
2. Because Great Britain is on an island and must do much of its fighting at sea, it will need a navy.
3. These countries are separated from the nations at war by the Baltic Sea and North Sea.

Keys

Practice (p. 311)

1. D
2. E
3. F
4. G
5. C
6. B
7. A

Practice (p. 312)

1. F
2. E
3. B
4. A
5. C
6. D

Unit Assessment (pp. 129-132TG)

1. alliance
2. nationalism
3. Central Powers
4. militarism
5. independent
6. assassinate
7. neutral
8. Allied Powers
9. imperialism
10. colony
11. c
12. a
13. a
14. c
15. b
16. d
17. a
18. d
19. b
20. c
21. C
22. A
23. C
24. A
25. A

Unit 12: The United States Enters World War I (1915-1918)

This unit emphasizes the reasons the United States entered World War I and the role the United States played in the Allied victory.

Unit Focus

- reasons behind America's attitudes towards World War I
- early effects of World War I on American trade
- reasons the United States entered World War I during President Woodrow Wilson's administration
- ways war affected life in America
- reasons the United States assisted Allied victory

Suggestions for Enrichment

1. Have students bring pictures to class showing what life in World War I was like for soldiers and civilians. Show films such as *All Quiet on the Western Front.*

2. Ask students to research personal accounts of people who served in World War I and share their findings.

3. Ask students to make drawings which show the uniforms and weapons of soldiers in World War I.

4. Have students conduct research to find out (1) why American soldiers were called "doughboys"; (2) what songs were popular during the war; (3) how women helped the war effort; (4) what role African Americans played in the war; and (5) why frankfurters, hamburgers, and sauerkraut (among other foods) underwent a name change during the war.

5. Have students create collages or posters which express their views and feelings about war. Ask students to use forceful images and simple slogans to get their messages across.

6. Discuss the new weapons used in World War I and their effect on the outcome of battles and strategies.

7. Discuss America's involvement in World War I, our reason for becoming involved, our war aims, and our influence on the war's outcome.

8. Discuss the use of propaganda by countries to influence world opinion and to motivate and/or manipulate their own citizens.

9. Have students research the Treaty of Versailles' contribution to continuing world peace or lack of it. Discuss the treaty's affect on the history of the rest of the 20th century.

10. Discuss how World War I led to future events in the 20th century (e.g., World War II, the Soviet Union and the Cold War, the European Union, and the United States ascendance as the leading nation of the world).

11. Have students create a bulletin board on World War I: The Great War! Ask students to map the principle battles of World War I. Topographical or defensive features can be drawn as well as symbols representing opposing armies and their movements. Have students draw pictures of the new technology and weaponry used for the first time during World War I.

    Ask students to explain how inventions such as chemicals, U-boats, machine guns, airplanes, tanks, and dirigibles affected how war was waged and how they contributed to the Allied victory.

12. Ask students to draw an action cartoon strip of major crises that led to World War I, including alliances, nationalistic tensions, imperialist rivalries, and military buildups.

13. Bring recordings or sheet music for songs popular during World War I and read or play some of the songs in class (e.g., *Keep the Home Fires Burning* and *Over There*).

14. Ask students to report on the lives of famous World War I flying aces such as Eddie Rickenbacker, Billy Bishop, or Baron Manfred Von Richthofen (the Red Baron).

15. Have students read newspaper reprints from the public library on famous events during World War I (e.g., the sinking of the *Lusitania*, Russia's withdrawal from the war, the Zimmermann telegram, violation of Belgium's neutrality) and discuss with students how the press affected public opinion.

16. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

armistice
blockade
Central Powers
contraband
dogfights
doughboys
espionage
Industrial Revolution
Liberty bonds
Zimmermann note

____________________ 1. battles fought in the air between airplanes

____________________ 2. a loan to the government to be repaid with interest

____________________ 3. a truce or agreement to stop fighting

____________________ 4. a German offer to return United States land to Mexico

____________________ 5. a nickname for American soldiers in World War I

____________________ 6. changed way war was fought

____________________ 7. the act of spying on a government

____________________ 8. Germany and Austria-Hungary

____________________ 9. illegal goods; in time of war, usually ammunition and weapons

____________________ 10. surrounding an area with warships to prevent shipping

Circle the letter of the correct answer.

11. The American people who most sympathized with the Central Powers were ____________ .

    a. bankers and farmers
    b. recent immigrants from Germany and Austria-Hungary
    c. women and African Americans

12. A major reason the United States entered World War I was ____________ .

    a. its loss of the freedom of the seas
    b. to try out the many new weapons that had been developed
    c. the Bolshevik Revolution in Russia

13. Many American businesses wanted the United States to enter the war because ____________ .

    a. they hoped to sell war goods to the fighting nations
    b. they had made large loans to the Allies
    c. Great Britain was taking goods from American ships

14. The United States wanted to remain neutral. This means we ____________ .

    a. were ready to enter the war
    b. wanted to fight with the Central Powers
    c. did not want to enter the war

15. The weapon used by the Central Powers that caused great damage to Allied shipping was the ____________ .

    a. U-boat
    b. airplane
    c. tank

16. The Germans sunk the British ship *Lusitania* in 1915 because they __________ .
    a. hoped it would bring the United States into the war on their side
    b. believed it was carrying contraband to England
    c. wanted to show the power of their military

17. Americans at home ate less during the war because __________ .
    a. farmers could not produce enough to feed them
    b. they had less money to buy food
    c. large amounts of food had to be sent to the soldiers and citizens in Europe

18. After the Bolshevik Revolution, Russia __________ .
    a. sent more soldiers to the front
    b. decided to join the Central Powers
    c. withdrew from the war

19. Germany began to lose the war when __________ .
    a. the United States sent soldiers to fight with the Allies
    b. Great Britain placed a naval blockade around German ports
    c. American businesses stopped selling them war goods on credit

20. The United States Congress passed the Espionage and Sedition Acts to __________ .
    a. allow the government to draft men into the army
    b. silence Americans who were against the government's war effort
    c. recruit Americans to spy on the countries at war

21. American soldiers sent to fight in World War I were under the command of __________.

a. Woodrow Wilson
b. Arthur Zimmermann
c. John J. Pershing

22. In the United States government, __________ has the authority to declare war.

a. the President
b. Congress
c. the army

23. Employment in industry increased for women and African Americans during the war because __________.

a. there was a shortage of workers
b. Congress passed laws that forced businesses to hire them
c. white males refused to do the work

24. __________ Americans served in the armed forces during the war.

a. Almost a million
b. Two and a half million
c. About five million

25. The two main ways the United States government paid for the war were by __________.

a. raising taxes and selling bonds
b. borrowing from large banks and businesses
c. raising prices of goods and borrowing from foreign countries

26. The United States fought on the side of each of the following countries except ____________ .

    a. France
    b. Austria-Hungary
    c. Italy

27. During the war, farmers ____________ .

    a. lost their farms because prices were too high
    b. were unable to produce enough food because there was a shortage of workers
    c. were told to grow as much food as possible

28. The many new weapons used in the war were made possible by the ____________ .

    a. Industrial Revolution
    b. Bolshevik Revolution
    c. American Revolution

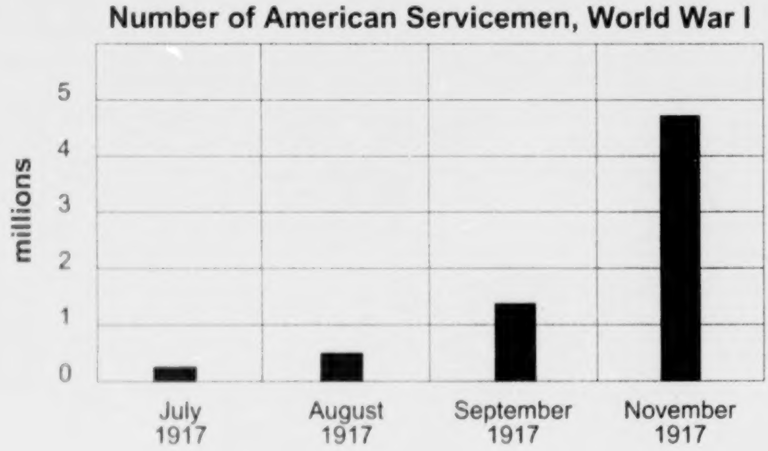
29. ____________ asked for a cease-fire.

    a. The United States
    b. Germany
    c. Russia

30. An armistice was signed ending fighting in World War I on ____________ .

    a. June 7, 1915
    b. June 14, 1914
    c. November 18, 1918

Use the **graph** *below to write* **True** *if the statement is correct or* **False** *if the statement is* not *correct.*



________ 31. The United States had fewer than 500,000 servicemen in July of 1917.

________ 32. Between July and August of 1917, the number of servicemen declined.

________ 33. The greatest increase in the number of servicemen occurred between August of 1917 and September of 1917.

________ 34. Between August and September of 1917, the number of United States servicemen slightly more than doubled.

________ 35. By the end of the war, there were almost five million American servicemen.

Keys

Practice (p. 326)

1. contraband
2. armistice
3. blockade
4. espionage
5. enlisted
6. Liberty bonds
7. Industrial Revolution

Practice (p. 327)

1. B
2. D
3. A
4. C
5. E

Practice (p. 328)

1. Germany; Austria-Hungary
2. Great Britain; France; Russia; and later Italy and Japan
3. a German offer to return United States land to Mexico
4. doughboys
5. dogfights

Practice (pp. 329-330)

1. True
2. False–Mexico
3. False–Central Powers
4. True
5. False–American soldiers
6. True
7. False–not given
8. True
9. False–planes
10. True

Practice (pp. 331-332)

1. b
2. a
3. c
4. b
5. c
6. a
7. b
8. c
9. b
10. a

Practice (pp. 333-334)

1. Answers will vary but may include the following:
   The U.S., a neutral nation, did not have freedom of the seas.
   Germany attacked American ships and Americans at sea.
   The Zimmermann note angered people.
   The American banks and businesses had made large loans to the Allies.
2. Germany had been badly destroyed after four years of fighting.
3. The war ended on November 11, 1918, when both sides agreed to an armistice.

Practice (p. 335)

Correct answers will be determined by the teacher.

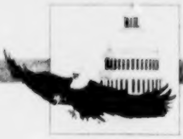
Practice (p. 336)

1. E
2. D
3. A
4. F
5. C
6. B

Keys

Unit Assessment (pp. 139-144TG)

1. dog fights
2. Liberty bonds
3. armistice
4. Zimmermann note
5. doughboys
6. Industrial Revolution
7. espionage
8. Central Powers
9. contraband
10. blockade
11. b
12. a
13. b
14. c
15. a
16. b
17. c
18. c
19. a
20. b
21. c
22. b
23. a
24. c
25. a
26. b
27. c
28. a
29. b
30. c
31. True
32. False
33. False
34. True
35. True



Unit 13: Looking for Peace after World War I (1918-1921)

This unit emphasizes how President Woodrow Wilson's Fourteen Points comprised a plan for building a lasting peace between nations and how the Senate wanted to return to its neutral position and avoid problems overseas.

Unit Focus

- explanation of President Woodrow Wilson's Fourteen Points program for peace
- description of Treaty of Versailles World War I peace treaty and League of Nations
- reasons United States did not sign Treaty of Versailles or join League of Nations

Suggestions for Enrichment

1. Ask students to research the main goals of the League of Nations. Divide students into small groups representing those for and against the United States joining the League.

2. Ask students to draw up a list of alternatives to the main points of the Versailles treaty. Students should present the alternatives as if they were writing the treaty.

3. Have students prepare a large map showing the new nations of Europe after World War I. Ask students to conduct newspaper research to find important events that are happening there today.

4. Have students role-play American, British, and French delegates who must reach a decision on the following issues: Should Germany admit guilt for starting World War I? What should be done with Germany's armed forces and colonies or territorial possessions? Should Germany be forced to pay compensation for the cost of the war? If so, how much? Then ask students to compare their responses to the actual terms of the Treaty of Versailles.

5. Have students assume they are living in a particular historical era (for example, in the antebellum South or Chicago during the Roaring Twenties) or that they have witnessed a specific historical event (the Scopes trial, a wagon train ride over the Oregon Trail, or the Haymarket Affair). Ask students to research the topic and write a letter to a friend or relative describing the experience and firsthand account.

6. Prepare 3" x 5" note cards with the names of a historical person the students have studied. Tape a card to each student's back. The goal is to identify who they are by asking 20 questions that can be answered with a yes or no answer within 20 minutes.

7. Have students research the food, music, and/or dress of a specific time period. They could prepare a meal based on a diet of a specific area; play popular music recordings of a particular period of history; or sketch fashions of a given era or changes in style, such as police uniforms, over time.

8. Have students choose a time period or event of interest and write and/or act out a play depicting the period or event.

9. Have students research specific historical individuals based on accurate historical data to produce a press conference or interview two or three individuals in a "Meet the Press" panel format. Potential interviews could be with well-known individuals like Benjamin Franklin or Andrew Jackson; or people like a Confederate soldier; a worker involved in the Haymarket Affair; a prisoner in Andersonville; a citizen on the east side of the Hudson River near Troy, New York during the American Revolution: two white Southerners in 1850, one proslavery and one antislavery; a Native American Cherokee on the Trail of Tears; a middle-class businessman experiencing the stock market crash in 1929; a rider on the Pony Express; a circuit-rider preacher; a teacher in a one-room schoolhouse; a passenger on the *Mayflower;* a Native American at the battle of Wounded Knee; a flapper in the 1920s; a speakeasy owner and a prohibition official; a naval officer at Manila during Spanish American War; an Irish immigrant in the 1850s; a passenger on the early railroad; a United States soldiers in the Battle of the Bulge; a representative at the Continental Congress; a member of

the Whig party; an early 19th century doctor; a witness to the Boston Massacre; a Temperance leader; a worker on the Panama Canal; a South Carolina nullifier in 1832; a child working in a New England mill during the 1810s; a forty-niner California gold miner; a John Brown follower at Harper's Ferry; a Reconstruction Era carpetbagger; a labor union organizer in 1900; a WPA laborer; a Hooverville occupant during the Depression; a supporter of the Marshall Plan).

10. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 1. The Allies defeated Germany in World War I.

__________ 2. A treaty ending the war was signed in the United States.

__________ 3. The European Allies wanted to punish Germany for the war.

__________ 4. President Wilson had no plan to keep the peace.

__________ 5. After the war, Germany regained its land and colonies.

__________ 6. The United States Senate refused to accept the Treaty of Versailles.

__________ 7. The Treaty of Versailles gave Austria-Hungary four new countries.

__________ 8. Few Americans wanted to remain involved in Europe's problems.

__________ 9. President Wilson wanted all nations to be free to trade overseas.

__________ 10. The United States joined the League of Nations.

Circle the letter of the correct answer.

11. President Wilson believed that all treaties should be __________ .

    a. kept secret
    b. made public
    c. approved by the Senate

12. The purpose of the League of Nations was to __________ .

    a. give all countries the right to choose their own governments
    b. make the United States help pay for the war damage
    c. provide a congress to help settle problems between nations

13. When the Germans arrived at the peace conference, they __________ .

    a. refused to accept the Versailles treaty
    b. did not participate in writing the treaty
    c. helped write the treaty

14. The peace conference blamed __________ for the war.

    a. Germany
    b. Austria-Hungary
    c. Russia

15. The United States did not join the League of Nations because __________ .

    a. President Wilson did not think it was a good idea
    b. the Senate was afraid it might involve the United States in a future war
    c. the European Allies refused to admit them

16. Poland was liberated after the war. This means it was __________ .

    a. given its freedom
    b. given to Austria-Hungary
    c. forced to give up land

17. President Wilson hoped the American people would __________ .

    a. refuse to join the League of Nations
    b. force the Senate to sign the Versailles treaty
    c. stay out of world affairs

18. After the war, Austria-Hungary __________ .

    a. formed a Communist government
    b. began to increase its military
    c. was divided into four new countries

19. The Fourteen Points was a plan to __________ .

    a. punish Germany for starting the war
    b. help keep world peace
    c. enter into secret treaties with the Allies

20. After the war, most Americans hoped that the United States would __________ .

    a. join the League of Nations
    b. help Germany pay for war damages
    c. stay out of Europe's problems

Number the **events** *below in the* **order** *they occurred. Write the number on the line provided.*

________ 21. The United States refuses to join the League of Nations.

________ 22. World War I ends.

________ 23. The Versailles peace treaty is written.

________ 24. President Wilson urges Americans to support the treaty.

________ 25. The United States enters World War I.

Keys

Practice (pp. 347-348)

1. Answers may include the following:
   No secret treaties; reduce militaries and arms; freedom of the seas; remove or lower tariffs; international control over colonies; self-determination of country in which people lived and in choosing their government.
2. Paris, France
3. 1918
4. Germany had to do the following: accept blame for war; give up its navy and reduce its army; pay Allied war damages; give up colonies and some of its land.
5. To teach Germany a lesson.
6. United States; Great Britain; France; Italy
7. Germany; Austria-Hungary
8. A
9. D
10. C
11. B

Practice (p. 349)

1. a
2. c
3. b
4. b
5. 2
6. 4
7. 1
8. 5
9. 3

Practice (pp. 350-351)

1. b
2. c
3. a
4. c
5. b
6. a
7. b
8. c

Practice (p. 352)

Correct answers will be determined by the teacher.

Practice (p. 353)

1. C
2. F
3. D
4. A
5. G
6. E
7. B
8. H

Unit Assessment (pp. 151-153G)

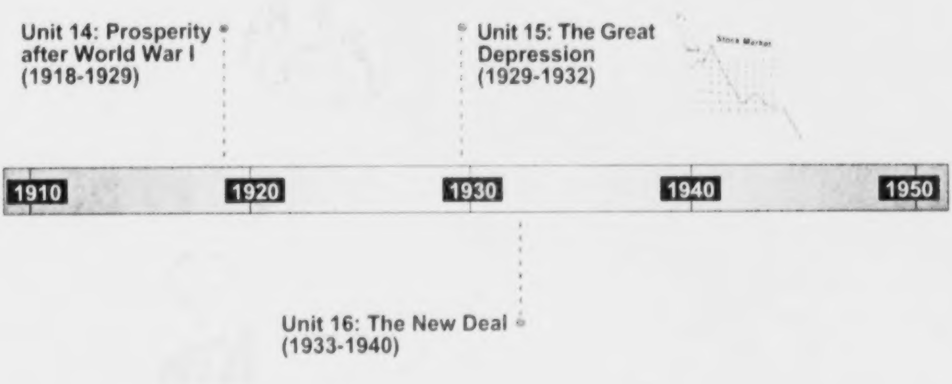
1. True
2. False
3. True
4. False
5. False
6. True
7. False
8. True
9. True
10. False
11. b
12. c
13. b
14. a
15. b
16. a
17. b
18. c
19. b
20. c
21. 5
22. 2
23. 3
24. 4
25. 1

Section 4: Between Two Wars (1918-1940)

Unit 14: Prosperity after World War I (1918-1929)

Unit 15: The Great Depression (1929-1932)

Unit 16: The New Deal (1933-1940)


Unit 14: Prosperity after World War I (1918-1929)
Unit 15: The Great Depression (1929-1932)
Stock Market
1910
1920
1930
1940
1950
Unit 16: The New Deal (1933-1940)

Unit 14: Prosperity after World War I (1918-1929)

The unit emphasizes how the nation's culture, industry, and technology grew and how, at the decade's close, the wealth that many people had enjoyed suddenly ended in the Great Depression—a period of economic collapse.

Unit Focus

- economy of 1920s
- reasons behind growth of intolerance
- examples of technological revolution and impact on American culture
- reasons post-war isolationism began and ended
- beginnings of economic collapse

Suggestions for Enrichment

1. Discuss the connection between World War I and the Roaring 20s. Have students write about what it would have been like being a child during this period and what they would remember most.
2. Ask students to brainstorm a list of all the things they know about the 1920s in the United States.
3. Assign students a category listed below from which to choose an artist from the Harlem Renaissance period during the 1920s and early 1930s to create a display about that artist's life and work.
    - writers: Countee Cullen, Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Claude McKay, Jean Toomer
    - singers or musicians: Louis Armstrong, Josephine Baker, Count Basie, Duke Ellington, Cab Calloway, Coleman Hawkins, Billie Holiday, Bessie Smith, Fats Waller

- painters and sculptors: Romare Bearden, Aaron Douglas, Palmer Hayden, Augusta Savage

Have students write down a list of questions to research and answer about their artist: What were the major events of the artist's life, including when and why he or she came to Harlem? What influences shaped him or her? What impact did Harlem have? Have students locate and collect the following items listed below for the display.

- picture of the artist: photocopy of photograph or student's drawing or sketch of artist

- biography: extended caption about the artist under artist's picture, illustrated timeline of major events of artist's life, and annotated map of his or her birthplace and route to Harlem

- representative samples of work: photocopies of book jackets, poems, or photographs of paintings or sculptures, audiotape of artist's music, or recording of a poetry reading

- summary: short caption stating the importance of this artist

- optional, to convey the spirit of the times or artist's personality: typical articles of clothing or musical instrument

Have students set up their displays and allow time for them to explore each other's work. Then discuss the following as a class.

- Why did the Harlem Renaissance happen when and where it did?

- What common styles, themes, elements, or influences are characteristic of the Harlem Renaissance?

- Why do you think white America took a greater interest in the work of African Americans at this time?

- Why did the Harlem Renaissance fade in the 1930s?

- What impact did the works of these artists have on the culture of African Americans? On American culture?

Discuss how the Harlem Renaissance artists continue to influence today's artists (e.g., Alice Walker's novel *The Color Purple* was strongly influenced by Harlem Renaissance writer Zora Neale Hurston's *Mules and Men* and *Their Eyes Were Watching God*; modern poet Nikki Giovanni examines the Harlem Renaissance in *Shimmy, Shimmy, Shimmy Like My Sister Kate: Looking at the Harlem Renaissance through Poems*; the movie *The Blues Brothers* has Cab Calloway, a musical star of the Harlem Renaissance, make a cameo appearance singing *"Minnie and the Moocher"*).

4. Ask students to read and analyze the poems of a Harlem Renaissance poet such as Langston Hughes. Then ask students to write poems in his style. Ask students to share poems with the class and discuss which elements of Hughes' style they chose to emulate.

5. Radio and records in the 1920s played a large part in popularizing the music of Harlem. Have students investigate how early radio sets worked, how the first radio stations broadcast their shows, and how early recording were made.

6. Ask students, "What makes jazz, jazz?" List answers on the board. Then play various selections from Harlem Renaissance musicians and ask students to find the jazz characteristics they had previously listed in the music examples played.

7. Have students prepare a mural, montage, or series of pictures or drawings that depict the goods available as a result of the technological revolution of the 1920s. Try to get prices to match the items such as radios, autos, etc.

8. Ask students to make a list of heroes of the 1920s. Let students research the names and explain why these people were heroes.

9. Show a silent film. Use it as a springboard to discuss technology or entertainment in the United States then and today.

10. Have students conduct newspaper research to find evidence of intolerance to radical ideas today. Look for items about evolution, creation, Ku Klux Klan, skinheads, and neo-Nazis.

11. Today's white-supremacist or neo-Nazis skinheads share the same radical right-wing philosophies and views supporting white supremacy and segregation of the races that had been held by Hitler during World War II and the Ku Klux Klan during the civil rights movement. Ask students to write a persuasive paper detailing if they think today's skinheads are dangerous, and why or why not.

12. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to complete the following statements.

18th Amendment
21th Amendment
Kellogg-Briand Pact
Ku Klux Klan
Charles Lindbergh
prosperity
John Scopes
tariff
technology
transformed

1. Work became easier because of new ______________________ .

2. ______________________ was put on trial in Tennessee for teaching evolution.

3. A ______________________ was a charge on goods entering a country.

4. The production and sale of liquor was made illegal by the ______________________ .

5. The first man to fly from New York to Paris, France, was ______________________ .

6. The technological revolution ______________________ the way Americans lived.

7. Members of the ______________________ were extremely intolerant of some people.

8. The purpose of the ____________________ was to limit military weapons.

9. The sale and production of liquor became legal when the ____________________ was passed by Congress.

10. In the 1920s, many businesses and skilled workers enjoyed ____________________ .

Circle the letter of the correct answer.

11. An important effect of the technological revolution was to __________ .
    a. cause farmers to lose their land
    b. provide prosperity for all Americans
    c. make life easier and more enjoyable for many people

12. The development of suburbs was a direct result of the __________ industry.
    a. advertising
    b. automobile
    c. moving picture

13. Many Americans began to go into debt because __________ .
    a. they bought goods on credit
    b. skilled workers were unemployed
    c. the costs of goods rose rapidly

14. The Red Scare referred to the fear of __________ .
    a. the Sacco-Vanzetti Affair
    b. Russian communism
    c. American isolation

15. In the 1920s, American farmers were __________ .

    a. unable to produce enough food
    b. very prosperous
    c. overproducing food

16. A crystal set was __________ .

    a. a radio
    b. jewelry
    c. a set of dishes

17. The American tariff affected Europe's economy by __________ .

    a. making European businesses prosper
    b. making it difficult to sell European goods in the United States
    c. lowering the price of European goods for American consumers

18. In the 1920s, the United States tried to isolate itself from the world by __________ .

    a. joining with several nations to keep the peace
    b. refusing to trade with foreign countries
    c. withdrawing from world affairs

19. The Harlem Renaissance was a period of __________ .

    a. extreme intolerance toward immigrants
    b. cultural rebirth for African-American writers and musicians
    c. prohibition on liquor

20. All of the following statements are true of the United States in the 1920s, except __________ .

    a. Government supported big businesses.
    b. Not all Americans experienced prosperity.
    c. There was little change in the way people lived.

Classify each statement by writing **P** *for* **political**, **E** *for* **economic**, *or* **C** *for* **cultural**.

______ 21. Evolution could not be taught in science classes in Tennessee.

______ 22. Congress passed laws limiting the number of immigrants to the United States.

______ 23. Unskilled workers were paid low wages for their work.

______ 24. The government made the sale of liquor illegal.

______ 25. Jazz was a popular new form of music in the 1920s.

Keys

Practice (p. 372)

America in the 1920s

	Skilled Worker	Big Businessman	Farmer	Unskilled Worker
1.	yes	yes	no	no
2.	yes	yes	no	no
3.	no	no	yes	yes
4.	no	no	yes	yes
5.	no	no	yes	yes

Practice (p. 373)

Correct answers will be determined by the teacher.

Practice (p. 374)

Answers will vary.

Practice (p. 375)

1. technology
2. transformed
3. suburbs
4. tariffs
5. isolate
6. intolerance

Practice (p. 376)

1. b, c
2. a, c
3. b, c
4. a, c
5. a, b

Practice (p. 377)

1. True
2. False
3. True
4. True
5. False
6. False
7. True
8. True
9. False
10. False
11. True

Practice (p. 378)

1. P
2. C
3. E
4. E
5. P
6. P
7. C
8. E

Practice (p. 379)

1. tariff
2. Sacco-Vanzetti Affair
3. 21st Amendment
4. prosperity
5. technology
6. anti-Semitic
7. Kellogg-Briand Pact
8. evolution
9. intolerance

Practice (p. 380)

1. H
2. G
3. F
4. A
5. C
6. B
7. D
8. E

Keys

Unit Assessment (pp. 163-166TG)

1. technology
2. John Scopes
3. tariff
4. 18th Amendment
5. Charles Lindbergh
6. transformed
7. Ku Klux Klan
8. Kellogg-Briand Pact
9. 21th Amendment
10. prosperity
11. c
12. b
13. a
14. b
15. c
16. a
17. b
18. c
19. b
20. c
21. P
22. P
23. E
24. P
25. C

Unit 15: The Great Depression (1929-1932)

This unit emphasizes social transformations in the 1920s and 1930s and political and economic factors that led to the Great Depression.

Unit Focus

- description of Great Depression and 1929 Stock Market Crash
- causes of Great Depression
- reactions of government during administration of President Herbert C. Hoover
- reasons President Hoover lost election to Franklin D. Roosevelt

Suggestions for Enrichment

1. Invite a speaker from a local investment or stock company to discuss the problems of the stock market then and now. Provide certificates and forms for record keeping. Students may "invest" in stocks and follow their returns for a period of time.

2. Have students create a model of a business cycle. Provide them with the basic ideas, and let them draw the interrelationships between supply, demand, production, and distribution.

3. Ask students to relate the problems of the unemployed and homeless in 1930 to those today. Students could present reports orally or in writing. They might gather information by reading papers, watching news programs, and interviewing managers of homeless shelters.

4. Have students role-play individuals from economic groups, such as farmers, unskilled workers, or businessmen. Debate the issue of direct government relief as opposed to "rugged individualism."

5. Prepare paper copies of slides depicting the Great Depression, with captions for each picture on the back of the slides. Assign one slide for each group of three and give groups several minutes to create a written dialogue for their slide to present to the class.

6. Have students discuss what it would have been like to be a young teen during the Great Depression.

7. Have students research the effect of the Depression on their community through newspapers, official employment records, or interviews.

8. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and how these factors affected the economy.

9. Have students write a research paper about the impact of the Great Depression on the state of Florida.

10. Have students write an essay describing how the Depression may have affected a fictional family in a specific part of the United States and how specific government policies designed to counteract the effects of the Depression impacted this family.

11. Ask students to reflect on the events of the late 1920s and early 1930s and whether they think public confidence is important to the health of the economy.

12. Have students compare what happened to city dwellers and to farmers during the Great Depression.

13. Have students create a graphic organizer and list at least three different groups of people and the effects the Great Depression had on them; for example, American women, African Americans, Mexican Americans, Native Americans, unionized workers, and urban Americans.

14. Have students create a graphic organizer to show how the Dust Bowl affected the entire country.

15. Ask students to research what President Herbert Hoover said and did in response to the Depression. Have students list the responses on a cluster diagram and then put a plus by the most helpful response and a minus by the least helpful.

16. Have students create an illustration or political cartoon that depicts an aspect of life radically changed by the 1929 Stock Market Crash with a caption that expresses the change.

17. Have students create a collage representing life during the Great Depression.

18. Have students chart groups of European immigrants during the Depression. Ask students to include dates, main reasons for immigrating, where they settled, financial status, and types of communities they developed.

19. Have students find articles about new immigrants to the United States. Discuss what life might be like for these new Americans, with a new language, new schools, new jobs, and the day-to-day problems they might face. Have students write a letter to a new American discussing cultural changes to expect and offer suggestions on how to help them adjust.

20. Arrange for recent immigrants to speak to the class about what it was like to leave one country for another or invite a representative from a local immigration department to talk about challenges faced by new immigrants.

21. Ask students to create collages that would teach non-Americans about American culture (e.g., attitudes, beliefs, behaviors of a group of people).

22. Have students research the Chinese experience in building the transcontinental railroad. Ask students to put themselves in the role of a worker and write a letter to their family in China describing the work, the life, and the dangers. Encourage the inclusion of drawings showing the methods of tunneling through the mountains, maps showing the route from Sacramento through the mountains to Utah, a map of the Central Pacific Railroad, and maps tracing the route from China to California (compare it in distance to routes from Missouri to California).

23. Have students research why the Chinese chose to come to the United States in the 1800s; their difficulties in coming to the United States; treatment of the Chinese immigrants; contributions of Chinese workers to the building of the railroad; hardships endured by Chinese railroad workers; the contrast in the working conditions of Chinese railroad workers and the safeguards available to workers today (such as workers' compensation, death benefits, equal opportunity for minorities, safety requirements, overtime pay).

24. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

Black Tuesday
business cycle
drought
economic depression
economist
hunger marches
public works project
rugged individualism
stock exchange
surplus

________________ 1. a place where people buy and sell shares of stock in a company

________________ 2. a long period when there is no rain

________________ 3. a person who studies the way people make a living

________________ 4. the belief that people are responsible for themselves

________________ 5. a name given to October 29, 1929, when stock prices fell sharply

________________ 6. jobs where people work for and are paid by the government

________________ 7. an activity people organized to show their desperation

________________ 8. a set of economic events that recur over a period of time

________________ 9. what occurs when a country has little economic or business activity

________________ 10. an excess of goods produced by factories and farmers

Circle the letter of the correct answer.

11. Some Americans who did not enjoy the prosperity of the 1920s were ____________ .
    - a. bankers and government leaders
    - b. farmers and unskilled workers
    - c. business and factory owners

12. Many people lost their savings when ____________ .
    - a. banks went out of business
    - b. the stock market crashed
    - c. all of the above

13. One of the major reasons for the Great Depression was ____________ .
    - a. businesses had created a surplus of goods they could not sell
    - b. banks refused to loan businesses any money
    - c. farmers were unable to produce enough crops to meet the demand

14. The President many people blamed for the Great Depression was ____________ .
    - a. Franklin D. Roosevelt
    - b. Herbert Hoover
    - c. Woodrow Wilson

15. Some people, including President Hoover, thought that direct government relief would ____________ .
    - a. end the Depression quickly
    - b. create further unemployment
    - c. cause people to become weak

16. The purpose of the Reconstruction Finance Corporation was to ____________ .
    - a. loan money to businesses so they could hire workers
    - b. help people pay the mortgages on their homes
    - c. buy the crops that farmers could not sell

17. Government began to hire people ____________ .

  a. to work on roads and buildings owned by the government
  b. to take jobs in private industry
  c. to improve the farm lands that had suffered from drought

18. The Depression affected world trade by ____________ .

  a. causing prices of trade goods to rise
  b. increasing the sale of goods between countries
  c. causing trade to almost stop

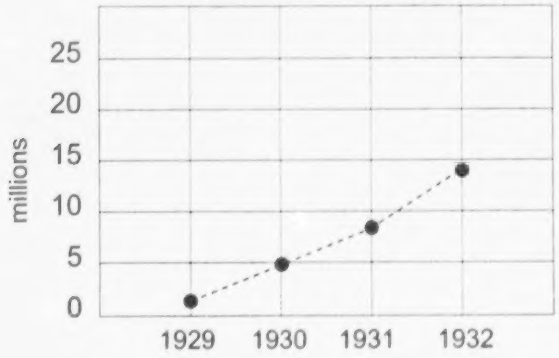
19. By 1930 most people believed that the Depression ____________ .

  a. was over
  b. was getting worse
  c. had nearly ended

20. The election of 1932 showed that American voters ____________ .

  a. supported President Hoover's policies
  b. wanted a change by electing Franklin Roosevelt
  c. were no longer worried about the Great Depression

Use the **chart** *below to circle the letter of the correct answer.*



Unemployment, 1929-1932

21. Unemployment increased to about 5 million between ____________ .

  a. 1929–1930
  b. 1930–1931
  c. 1931–1932

22. The largest increase occurred between ____________ .

    a. 1929–1930
    b. 1930–1931
    c. 1931–1932

23. From 1929 to 1930, unemployment ____________ .

    a. increased more than 100 percent
    b. increased about 50 percent
    c. increased less than 50 percent

24. By 1932 about ____________ Americans were unemployed.

    a. 5 million
    b. 10 million
    c. 15 million

Keys

Practice (p. 392)

1. C
2. E
3. A
4. D
5. B

Practice (pp. 393-394)

1. c
2. b
3. b
4. c
5. b
6. c

Practice (pp. 395-398)

1. It was the worst Depression in America's history.
2. Some banks made poor investments; others failed because people rushed to withdraw their money.
3. They had lost their jobs, they were unemployed, and they were in debt.
4. The price of stocks fell rapidly and the stock market crashed.
5. A series of recurring economic events.
6. He believed each person should be responsible for taking care of himself or herself; that government help made people weak.
7. Ways to Help:
   Federal Farm Board
   Purpose: Buy surplus crops.
   Reconstruction Finance Corp.
   Purpose: Loan businesses money.
   Federal Home Loan Bank Act
   Purpose: Loans to help people pay their home mortgages.
   Public Works Act
   Purpose: Government hired people to work on public properties and earn money to spend on goods, thus helping businesses expand.
8. The depression spread to other nations.
9. They felt he had done too little, too late.
   They blamed him for the Depression.
10. Franklin D. Roosevelt

Practice (p. 399)

1. True
2. False
3. True
4. True
5. True
6. False
7. True
8. False
9. True
10. False

Practice (p. 400)

1. E
2. A
3. F
4. J
5. G
6. I
7. C
8. D
9. B
10. H
11. K

Unit Assessment (pp. 173-176TG)

1. stock exchange
2. drought
3. economist
4. rugged individualism
5. Black Tuesday
6. public works projects

Keys

7. hunger marches
8. business cycle
9. economic depression
10. surplus
11. b
12. c
13. a
14. b
15. c
16. a
17. a
18. c
19. b
20. b
21. a
22. c
23. a
24. c

Unit 16: The New Deal (1933-1940)

This unit emphasizes how President Franklin D. Roosevelt tried to end the Depression by creating many new programs and how the federal government could play an active role in the economy.

Unit Focus

- economic conditions during Great Depression
- explanation of President Franklin D. Roosevelt's New Deal
- steps to improve economy
- criticism by businessmen of New Deal
- results of President Roosevelt's reelection
- effects of the Great Depression on social conditions

Suggestions for Enrichment

1. Show a film such as *Grapes of Wrath, Wild at Heart,* or others that show life during the Great Depression.
2. Have students interview a person who lived through the Great Depression. Have students ask questions about living conditions—jobs, income, school, entertainment, and race relations—and present the report orally.
3. Invite a bank employee to relate problems of the banks in the 1930s to conditions today, or take a tour of a local bank to see it in operation.
4. Have students survey their parents to learn how many have used the FHA mortgage plan and some of the benefits of this program today.
5. Have students research the CCC and PWA to determine whether these programs could ease unemployment problems in the country today.

6. Ask students to select dates and events from the 1920s and 1930s. Have students create symbols for each event and arrange them on a timeline.

7. Discuss the presidential campaign platform of Franklin D. Roosevelt. Ask students what, if they were voting for the first time during those years, might have been the issues they would have cared about most.

8. Discuss the relationship of the United States with European countries during the administration of Franklin D. Roosevelt. Ask students what their personal view might have been during that time.

9. Have students research and compare how liberals and conservative critics differed in their opposition to the New Deal.

10. Ask students to list in a two-column chart problems Franklin D. Roosevelt confronted as President and how he tried to solve them. Ask students to write a paragraph to explain which problems they felt was most critical and why.

11. Discuss why the Social Security Act might be considered the most important achievement of the New Deal. Discuss today's issues concerning Social Security and ask students to collect and summarize current news articles about the topic.

12. Discuss the purpose movies and radio programs served during the Great Depression.

13. Ask students to create a chart to list three important movie stars, radio performers, painters, and writers from the 1930s and then tell what contributions each made.

14. Have students find the lyrics to a song from the 1930s and analyze how the song relates the events or personalities during that time period.

15. Discuss what significant progress women have made toward equality from the 1930s to now.

16. Discuss what federal programs instituted in the 1930s, and later discontinued, might be of use today.

17. Have students examine diaries and read first-hand experiences about the Great Depression at http://ipad.mcsc.k12.in.us/mhs/social/madedo/.

18. Choose three issues in the unit and have students choose one to create a political cartoon, decide their point of view, make a list of facts supporting their viewpoint, and then create the political cartoon (using techniques such as irony, stereotyping, symbolism, satire, or distortion).

19. Ask students what major national and international events have occurred recently, and record responses on the board. Direct students to www.cagle.com and select the editorial cartoons page. (Web addresses change frequently, so check addresses before assigning them.) Ask students for opinions on the events the cartoons depict. Compare with the list of events on the board. Have students look at all the pages of editorial cartoons and record the events depicted or write a general description if they are not aware of specific event. Compare and contrast generated lists and speculate on the differences in the lists. Have students write about the significance of an event depicted in the editorial cartoon. Ask students to predict the next recurring topic of editorial cartoons based on their perceptions of important current news stories.

20. Ask students to name common symbols, such as flag or dollar sign. Direct students to www.cagle.com on the Internet and select the editorial cartoons page. Ask what symbols students see in an editorial cartoon, why they think the symbols were chosen, and what these symbols represent. Have students list all the symbols they find in the editorial cartoons. Have students research the origins of iconic symbols such as Uncle Sam, the Republican elephant, the Democratic donkey, or the hammer and sickle.

21. Have students look at today's editorial pages and analyze the political cartoons by discussing the following: What issues do the political cartoons depict? What symbols do the cartoonists use? What other techniques, such as caricature or stereotyping, can be identified? Are there other articles in today's paper related to the political cartoons? What other topics in today's news could be depicted in political cartoons?

22. Ask students their opinion about a current news story. Direct students to www.cagle.com on the Internet and select the editorial cartoons page. Have students look at the same cartoon. Discuss the event portrayed and opinion expressed. Ask students to find a cartoon portraying a point of view different from their own. Have students create a cartoon in response to the one they have chosen.

23. Have students use the form below to analyze editorial cartoons.

Editorial Cartoon Analysis

1. List the media source and date of publication.	
2. What event or issue inspired the cartoon?	
3. Are there any real people depicted in the cartoon?	
4. Are there symbols? What are they and what do they represent?	
5. What is the cartoonist's opinion of the event or issue?	
6. Do you agree or disagree with the cartoonist's opinion? Why? Explain.	

24. Have students create a cartoon on a current news topic.

25. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list to complete the following statements.

AAA
CCC
currency
hoboes
inaugurated
New Deal
Okies
sharecropper
Social Security
soup kitchens

1. President Roosevelt called his programs to end the Great Depression the ____________________ .

2. Unemployed people called ____________________ rode the rails looking for jobs.

3. The government placed more ____________________ , or money, into circulation.

4. ____________________ were farmers from the Great Plains who went to California.

5. The ____________________ put unemployed young men to work in the nation's forests.

6. Hungry city people often got free food at ____________________ .

7. President Roosevelt was ____________________ , or sworn into office, on March 4, 1933.

8. People called ____________________ worked other people's land in return for a share of the crops.

9. The ______________________ persuaded farmers to grow fewer crops.

10. The ______________________ Act passed in 1935 helped people who were unemployed or retired, people with disabilities, and dependent mothers with children.

Circle the letter of the correct answer.

11. President Roosevelt enforced a Bank Holiday in order to __________ .
    - a. allow bank workers to take some time off
    - b. give people back the money banks had lost
    - c. investigate which banks were safe
    - d. prevent any new banks from opening

12. By 1932, about __________ percent of Americans were unemployed.
    - a. 5
    - b. 10
    - c. 15
    - d. 25

13. The government agency that loaned people money to pay their home mortgages was the __________ .
    - a. FHA
    - b. FERA
    - c. PWA
    - d. TVA

14. Many farmers refused to harvest their crops because __________ .
    - a. the government would not pay them for their work
    - b. there were not enough workers to help with the harvest
    - c. the prices for crops were too low
    - d. the tenant farmers demanded too much pay

15. Under the Wagner Act, the government made it legal for ____________ .

    a. labor to organize and bargain for better working conditions
    b. alcoholic beverages like beer and wine to be produced and sold
    c. the President to take office in January instead of March
    d. Congress to spend money on public works construction

16. The major purpose of the Social Security Act was to ____________ .

    a. provide money to be paid directly to the poor
    b. provide a government retirement plan for people who retired
    c. assist poor Southerners to get electricity in their homes
    d. enable African Americans and white Americans to mix socially

17. The first woman Secretary of Labor was ____________ .

    a. Eleanor Roosevelt
    b. Mary McLeod Bethune
    c. Zora Neale Hurston
    d. Frances Perkins

18. The government paid for the new relief programs by ____________ .

    a. taking money from businessmen and rich people
    b. borrowing from foreign governments
    c. raising taxes on everyone
    d. selling national parks and forests

19. Many people who opposed government relief programs said that ____________ .

    a. giving direct handouts would destroy people's self-respect
    b. government was becoming too powerful
    c. government was spending too much money
    d. all of the above

20. What effect did the government programs have on the problems caused by the Depression? They ____________ .

    a. ended the problem of unemployment
    b. brought the United States out of the Depression
    c. were unsuccessful at ending the Depression
    d. caused the marriage rate to go down

Read this generalization: **During the Depression, many Americans moved around the country looking for work**. *Write* **Yes** *by each statement that* **supports** *this generalization. Write No by each statement that does* **not support** *this generalization.*

_________ 21. Okies and Arkies went to find jobs in California.

_________ 22. A major war broke out in Europe in the 1930s.

_________ 23. The President appointed African Americans and women to government jobs.

_________ 24. Thousands of farmers loaded into broken-down vehicles and headed west.

_________ 25. Many people rode the rails or walked the highways looking for work.

_________ 26. Young people had to return home to live with their families.

_________ 27. The government began to regulate the stock market.

_________ 28. Many tenant farmers were forced off their lands.

_________ 29. Soup kitchens were run by charity organizations.

_________ 30. President Roosevelt asked advisers for ways to end the Depression.

Keys

Practice (p. 414)

1. Bank Holiday
2. soup kitchens
3. inaugurated
4. New Deal
5. currency
6. hoboes
7. dust storms
8. Sharecroppers
9. Okies; Arkies

Practice (p. 415)

1. Insured deposits and regulated banking.
2. Helped people who are unemployed or retired, people with disabilities, and dependent mothers with children.
3. Paid farmers not to grow crops.
4. Built dams on Tennessee River and its tributaries.

Practice (p. 416)

1. b
2. c
3. a
4. c
5. b

Practice (p. 417)

1. D
2. F
3. B
4. A
5. C
6. E

Practice (p. 418)

Answer will vary but may include the following:
The names of many of his programs were acronyms. The acronyms used many letters of the alphabet.

Practice (pp. 419-420)

1. It put young men to work.
2. Homes would have been lost because people couldn't pay their mortgages.
3. By reducing the supply, the prices would rise.
4. People could enjoy electric lights, refrigerators, radios, etc.
5. PWA because they employed people to build.
6. Answers will vary but will include the following:
   People with higher incomes had to pay higher taxes.
   The programs caused people to lose their self-respect.
   The government was spending too much money.

Practice (pp. 421-422)

1. False—The purpose was to help people who are unemployed or retired, people with disabilities, and dependent mothers with children.
2. True
3. False—Worked to conserve lakes, forests, and national parks.
4. True
5. False—It made it legal.
6. False—Money came from taxes.
7. True

Practice (p. 423)

Answers will vary.

Practice (p. 424)

Answers will vary but may include the following:
United States might have become a very poor nation.
Many more people would have been unemployed and broke.

Keys

People might have lost faith in the government.

Practice (p. 425)

1. Yes
2. No—This is not a true statement.
3. Yes
4. No—This does not indicate people suffered.
5. Yes
6. Eleanor Roosevelt
7. Mary McLeod Bethune
8. Frances Perkins

Practice (pp. 426-427)

1. c
2. d
3. a
4. c
5. b
6. a
7. c
8. d
9. b
10. c

Practice (p. 428)

1. D
2. F
3. E
4. H
5. G
6. B
7. C
8. A

Practice (p. 429)

1. sharecroppers
2. soup kitchens
3. dust storms
4. hoboes
5. Bank Holiday
6. currency
7. New Deal
8. inaugurated
9. segregate
10. Okies

Unit Assessment (pp. 183-186TG)

1. New Deal
2. hoboes
3. currency
4. Okies
5. CCC
6. soup kitchens
7. inaugurated
8. sharecroppers
9. AAA
10. Social Security
11. c
12. d
13. a
14. c
15. a
16. b
17. d
18. c
19. d
20. c
21. Yes
22. No
23. Yes
24. Yes
25. Yes
26. Yes
27. No
28. Yes
29. No
30. Yes

Appendices

Instructional Strategies

Classrooms include a diverse population of students. The educator's challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an "expert" on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate: students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

Free Writing—to express ideas in writing.

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.

Before engaging in an activity, list on the board under the heading "What We Know" all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, "What We Want to Know." As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K–W–L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

"What I Think"
"What I Learned"
"How My Thinking Has Changed"

Interviews—to gather information and report.

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form.

Have students create a product, like a model of a city, or a representation of an abstract idea, like a flow chart of governmental procedures.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

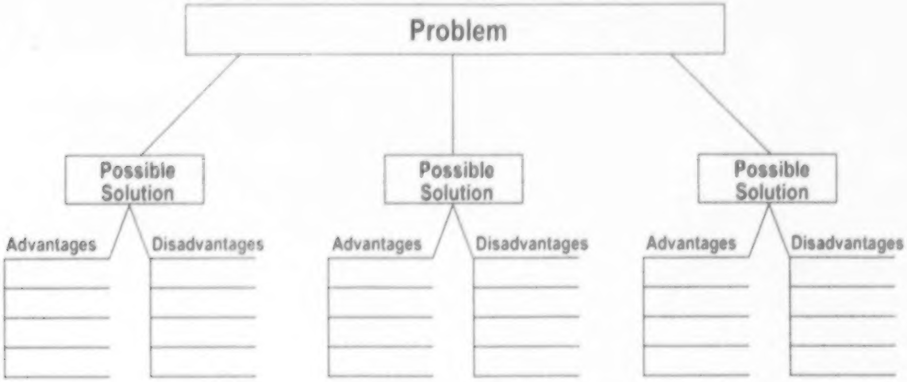
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

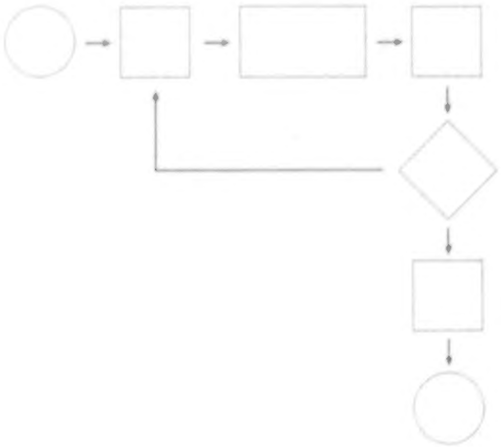
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.


Problem
Possible Solution
Possible Solution
Possible Solution
Advantages
Disadvantages
Advantages
Disadvantages
Advantages
Disadvantages

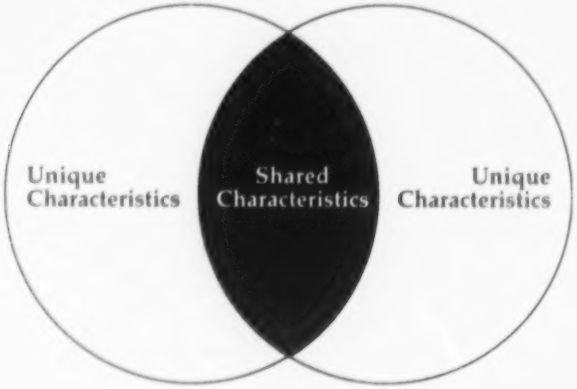
Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



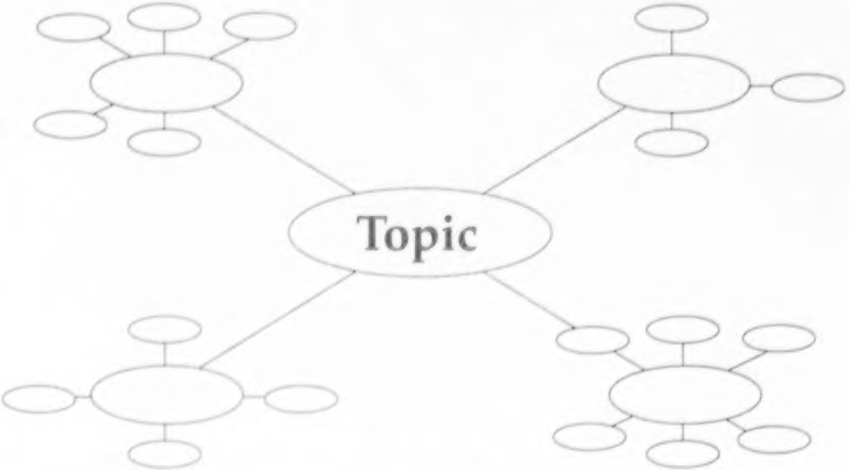
Venn Diagram: creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, and people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.


Unique Characteristics
Shared Characteristics
Unique Characteristics

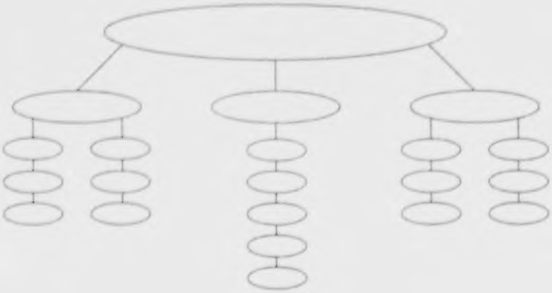
Webbing: provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students' learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products:

Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, surveys, reports, essays)
- poetic (poems, myths, legends, stories, plays)

Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

Performances

- role playing, drama
- dance/movement
- reader's theater
- mime
- choral readings
- music (choral and instrumental)

Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches
- storytelling
- oral histories
- poetry readings
- broadcasts

Visual and Graphic Arts

- murals
- paintings
- storyboards
- drawings
- posters
- sculpture
- cartoons
- mobiles

Media Presentations

- films
- slides
- photo essays
- print media
- computer programs
- videotapes and/or audiotapes

Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to our lives.

> Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to use the community as a laboratory for observation, study, and participation.

> Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of American History.

Time, Continuity, and Change

1. Have small groups of students research the way in which the Roman Empire was viewed during a particular time period (e.g., the Italian Renaissance and 18th-century America) and report their findings in a presentation. (SS.A.1.4.1.a)

2. Have students analyze the failure of institutions over time to adequately confront serious problems resulting from the relocation of peoples. (SS.A.1.4.2.a)

3. Have students analyze a major global trend, such as immigration, by identifying connections among individuals, ideas, and events within and across a region or a span of time. (SS.A.1.4.2.b)

4. Have students examine foreign newspapers or magazines (in translation) that report on the same event. (SS.A.1.4.3.a)

5. Have students research and report on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar, or semilunar). Have students provide an example for comparison, such as how the same astronomical event might have been recorded in each system. (SS.A.1.4.4.a)

6. Have students compare the economic and cultural characteristics of Native American tribes and the motives and strategies of the explorers and settlers. (SS.A.4.4.1.a)

7. Have small groups of students discuss the impact of European settlement on different native American tribes and the legacies of contact, cooperation, and conflict from that period and present their findings in a report to the class. (SS.A.4.4.1.b)

8. Have students prepare material for a documentary about the interaction of Native American tribes and European explorers and settlers prior to 1880. In order to present a comprehensive and unbiased account, have the students analyze the perspectives of European explorers, European settlers, and various Native American tribes. Have students use a variety of primary and secondary sources to address the following questions: How did each group view the interaction? How did each group's way of life change? Have students identify areas in which the different groups disagreed about what took place and explain how each group influenced the other. (SS.A.4.4.1.c)

9. Have students choose a group of immigrants to the colonies and research the problems they encountered once they arrived in the colonies. Have students write a paper that discusses how this group overcame the problems faced and how or if it evolved to the present day. (SS.A.4.4.2.a)

10. Have small groups of students discuss changes in British polices concerning the colonies and the debate over separation. (SS.A.4.4.3.a)

11. Have students write a paper that discusses the Declaration of Independence and its relevance in past and present society. (SS.A.4.4.3.b)

12. Have small groups of students plan a historical-society exhibit that highlights the causes of the American Revolution. Have students analyze different primary and secondary sources to portray the perspectives of a variety of people who were involved in this event, including military leaders, soldiers, and women, in order to present a well-rounded exhibit. (SS.A.4.4.3.c)

13. Have students compare and contrast the Articles of Confederation with a selected state constitution. Next, have students make an oral presentation in which they discuss how this state constitution has evolved. (SS.A.4.4.4.a)

14. Have students describe the issues and policies affecting relations among existing and future states, including the Northwest Ordinance. (SS.A.4.4.4.b)

15. Have students write a research paper in which they analyze the Constitutional Convention, including the leadership of James Madison and George Washington; the struggle for ratification, the Federalist Papers and the arguments of the Anti-Federalists; and the addition of the Bill of Rights. (SS.A.4.4.4.c)

16. Have small groups of students prepare an oral presentation in which they compare the early national government under the Constitution to the present government and also present their interpretations of the Constitution on a significant issue such as states rights or judicial review. Have students identify the issues that define each period and trace how the Constitution has evolved since that time. (SS.A.4.4.5.a)

17. Have students examine and explain major domestic and foreign issues during the administrations of the first Presidents including the development of political parties, the War of 1812 and the Monroe Doctrine, and the Louisiana Purchase and the acquisition of Florida. (SS.A.4.4.5.b)

18. Have students assume the role of Supreme Court Justices in discussing decisions that affected the interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*. (SS.A.4.4.5.c)

19. Have students work in small groups and discuss events leading to the Civil War such as slavery, States' Rights Doctrine, tariffs and trade, the settlement of the West, and succession. Have each group make a presentation to the class. (SS.A.4.4.6.b)

20. Have students write a research paper in which they construct an argument for why the South lost the Civil War and why the North won. Have students use a variety of resource materials to back up this argument. (SS.A.4.4.7.b)

21. Have students write a research paper that discusses the types of problems and obstacles freed slaves faced during Reconstruction and how or if they overcame those obstacles. (SS.A.4.4.7.c)

22. Have students choose one of the following economic, political, and/or cultural effects of the Industrial Revolution listed below and present an oral report that describes how it changed life around the turn of the century and how it continues to affect life in our society now. (SS.A.5.4.1.a)

    - new inventions and industrial production methods
    - new technologies in transportation and communication
    - incentives for capitalism and free enterprise
    - the impact of immigration on the labor supply and the movement to organize workers
    - government policies affecting trade, monopolies, taxation, and the money supply
    - expansion of international markets
    - the impact of industrialism, urbanization, and immigration on American society

23. Have students choose and research a specific immigrant group and prepare an oral presentation on the contributions and impacts this group has had on American society since 1880. (SS.A.5.4.2.a)

24. Have students describe ethnic conflict and discrimination as it has affected a particular immigrant group. (SS.A.5.4.2.b)

25. Have students explain the reasons for the end of the Ottoman Empire and describe the creation of new states in the Middle East. (SS.A.5.4.3.a)

26. Have students explain reasons for the declining role of Great Britain and the expanding role of the United States in world affairs. (SS.A.5.4.3.b)

27. Have students select one of the topics listed below and present an oral report in which they explain the topic's significance to society in the 1920s and 1930s and present society. (SS.A.5.4.4.a)

    - music, dance, and entertainment
    - the Harlem Renaissance
    - the automobile
    - prohibition, speakeasies, and bootlegging
    - women's suffrage
    - racial tensions and labor strife
    - urban and rural electrification

28. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and explain how these factors affected the economy leading up to the Depression. (SS.A.5.4.4.b)

29. Have students write an essay describing how the Depression affected a family (real or imaginary) in a specific part of the United States and explaining how specific government policies designed to counteract the effects of the Depression impacted this family. (SS.A.5.4.4.c)

30. Have students write a research paper about the impact of the Great Depression on the state of Florida (e.g. in terms of social, political, economic, environmental, or cultural impacts), present their findings in an oral presentation, and field questions from the class. (SS.A.5.4.4.d)

31. Have students research and write a report in which they construct an argument regarding the significance of a topic to World War II and society in the United States during that time. Have the students use a variety of sources to support their findings. Some suggested research topics are listed below. (SS.A.5.4.5.a)

    - the rise and aggression of totalitarian regimes in Germany, Italy, and Japan
    - the role of the Soviet Union

- appeasement, isolationism, and the war debates in Europe and the United States
- the impact of mobilization for war at home and abroad
- major battles, military turning points, and key strategic decisions
- the Holocaust and its impact
- the reshaping of the role of the United States in world affairs

32. Have students construct an argument that supports or critiques the decision to use the atomic bomb on Hiroshima at the close of World War II. Have students identify the criteria upon which to base the argument, gather information from a variety of sources to support the ideas, and address a variety of different perspectives on this event. (SS.A.5.4.5.b)

33. Have students research the impact of World War II on the state of Florida and trace the legacy of the war to the present, including the significance of the Cold War and the space age, or the tourist industry. Next, have students make a presentation to the class, using a variety of visual aids, such as photographs, to illustrate how the war affected Florida. (SS.A.5.4.5.c)

34. Have students use the following topics listed below to debate the effectiveness of United States foreign policy since World War II. (SS.A.5.4.6.a)

    - the origins of both foreign and domestic consequences of the Cold War
    - Communist containment policies in Europe, Latin America, and Asia
    - the strategic and economic factors in Middle East Policies
    - political and economic relationships with South Africa and other African nations
    - the collapse of communism and the end of the Cold War

35. Have students analyze and describe *Brown v. Board of Education*, reapportionment cases, and voting rights legislation, and the influence these have had on political participation and representation and affirmative action. (SS.A.5.4.7.a)

36. Have students examine and describe civil rights demonstrations and related activities leading to desegregation of public accommodations, transportation, housing, and workplaces. (SS.A.5.4.7.b)

37. Have students compare conservative and liberal economic strategies. (SS.A.5.4.8.a)

38. Have students explain current patterns in Supreme Court decisions and evaluate the impact of these patterns. (SS.A.5.4.8.b)

39. Have students compare the positions of major and minor political parties and interest groups on major issues. (SS.A.5.4.8.c)

People, Places, and Environment

1. Have students develop maps to illustrate how population density varies in relationship to resources and types of land use. (SS.B.1.4.1.a)

2. Have students develop maps, tables, and charts to depict the geographic implications of current world events. (SS.B.1.4.1.b)

3. Have small groups of students discuss how maps developed by the media, business, government, industry, and the military might differ in their depictions of how a recently closed military installation could be used for civilian purposes. (SS.B.1.4.2.a)

4. Have students prepare maps that indicate the approximate locations of different political cultures in the United States in order to predict voting patterns. (SS.B.1.4.3.a)

5. Have students select appropriate maps to analyze world patterns of the diffusion of contagious diseases and compare these maps to their own mental maps of these patterns. (SS.B.1.4.3.b)

6. Have students gather and present examples of how language, ethnic heritage, religion, political philosophies, social and economic systems, and shared history contribute to unity and disunity in regions. (SS.B.1.4.4.a)

7. Have students find examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and/or independence in different places in the world and discuss with others how these factors have led to the division of geographic regions. (SS.B.1.4.4.b)

8. Have students develop and conduct a survey to illustrate how differences in life experiences, age, and gender influence people's housing preferences or their view of public transportation in a city and post the results. (SS.B.1.4.5.a)

9. Have students examine the characteristics of regions that have led to regional labels and how they have changed over time and present their findings to the class. (SS.B.2.4.1.a)

10. Have students write a short report on how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events. (SS.B.2.4.1.b)

11. Have students participate in a group discussion about how technological advances have led to increasing interaction among regions. (SS.B.2.4.1.c)

12. Have pairs of students examine how social, economic, political, and environmental factors have influenced migration and cultural interaction in a selected area and organize the information into a written report including illustrative charts, graphs, or tables where appropriate. (SS.B.2.4.2.a)

13. Have students use world maps to examine how control of various areas on Earth has affected free-trade agreements. (SS.B.2.4.3.a)

14. Have students participate in a debate regarding how human activities have or have not led to tropical soil degradation, habitat destruction, air pollution, or global warming. (SS.B.2.4.4.a)

15. Have students investigate how people who live in naturally hazardous regions use technology and other adaptation techniques to thrive in their environments and compare their findings with those of other students. (SS.B.2.4.5.a)

16. Have students conduct research to investigate the abundance of fur, fish, timber, and gold in Siberia, Alaska, and California and the settlement of these areas by the Russians and organize the information into a written report. (SS.B.2.4.6.a)

17. Have pairs of students research some of the consequences of mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef and develop some possible solutions to this problem. (SS.B.2.4.7.a)

18 Have small groups of students discuss some of the consequences of cutting the rain forests in Indonesia in response to a demand for lumber in foreign markets and brainstorm possible solutions to this problem. (SS.B.2.4.7.b)

Government and the Citizen

1. Have students outline the development of political parties in the United States and evaluate their role in resoling or contributing to conflict between majority and minority groups. (SS.C.1.4.4.a)
2. Have students evaluate the extent to which popular media influence, and are influenced by, the political system. (SS.C.1.4.4.b)
3. Have students develop generalizations about the sources of political power in the community, state, and nation. (SS.C.2.4.3.a)
4. Have students use generalizations about sources of political power to explain an issue at each of the levels of government. (SS.C.2.4.3.b)

Production, Distribution, and Consumption

Using the following scale—A = very positive; B = somewhat positive; C = neutral; D = somewhat negative; E = very negative—have students evaluate the effect the following policy changes would have on the economy of Florida and on the economy of Kentucky.

- federal government greatly increases military spending
- federal government decreases aid to schools in large urban areas
- federal government stops tobacco exports to another country
- federal government loosens restrictions on illegal immigrant workers

Have students explain their reasoning for the rating chosen and describe the effects of these policy changes on the economy of Florida and Kentucky. (SS.D.2.4.3.a)

Accommodations/Modifications for Students

The following accommodations/modifications may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

Environmental Strategies

Provide preferential seating. Seat student near someone who will be helpful and understanding.
Assign a peer tutor to review information or explain again.
Build rapport with student; schedule regular times to talk.
Reduce classroom distractions.
Increase distance between desks.
Allow student to take frequent breaks for relaxation and small talk, if needed.
Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.
Remember that student may need to leave class to attend the ESE support lab.
Additional accommodations may be needed.

Organizational Strategies

Help student use an assignment sheet, notebook, or monthly calendar.
Allow student additional time to complete tasks and take tests.
Help student organize notebook or folder.
Help student set timelines for completion of long assignments.
Help student set time limits for assignment completion.
Ask questions that will help student focus on important information.
Highlight the main concepts in the book.
Ask student to repeat directions given.
Ask parents to structure study time. Give parents information about long-term assignments.
Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.
Allow student to have an extra set of books at home and in the ESE classroom.
Additional accommodations may be needed.

Motivational Strategies

Encourage student to ask for assistance when needed.
Be aware of possibly frustrating situations.
Reinforce appropriate participation in your class.
Use nonverbal communication to reinforce appropriate behavior.
Ignore nondisruptive inappropriate behavior as much as possible.
Allow physical movement (distributing materials, running errands, etc.).
Develop and maintain a regular school-to-home communication system.
Encourage development and sharing of special interests.
Capitalize on student's strengths.
Provide opportunities for success in a supportive atmosphere.
Assign student to leadership roles in class or assignments.
Assign student a peer tutor or support person.
Assign student an adult volunteer or mentor.
Additional accommodations may be needed.

Presentation Strategies

Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
Communicate orally and visually, and repeat as needed.
Provide copies of teacher's notes or student's notes (preferably before class starts).
Accept concrete answers; provide abstractions that student can handle.
Stress auditory, visual, and kinesthetic modes of presentation.
Recap or summarize the main points of the lecture.
Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is....")
Stand near the student when presenting information.
Cue student regularly by asking questions, giving time to think, then calling student's name.
Minimize requiring the student to read aloud in class.
Use memory devices (mnemonic aids) to help student remember facts and concepts.
Allow student to tape the class.
Additional accommodations may be needed.

Curriculum Strategies

Help provide supplementary materials that student can read.

Provide *Parallel Alternative Strategies for Students* (*PASS*) materials.

Provide partial outlines of chapters, study guides, and testing outlines.

Provide opportunities for extra drill before tests.

Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).

Provide alternative assignments that do not always require writing.

Supply student with samples of work expected.

Emphasize high-quality work (which involves proofreading and rewriting), not speed.

Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.

Encourage the use of graph paper to align numbers.

Specifically acknowledge correct responses on written and verbal class work.

Allow student to have sample or practice test.

Provide all possible test items to study and then student or teacher selects specific test items.

Provide extra assignment and test time.

Accept some homework papers dictated by the student and recorded by someone else.

Modify length of outside reading.

Provide study skills training and learning strategies.

Offer extra study time with student on specific days and times.

Allow study buddies to check spelling.

Allow use of technology to correct spelling.

Allow access to computers for in-class writing assignments.

Allow student to have someone edit papers.

Allow student to use fact sheets, tables, or charts.

Tell student in advance what questions will be asked.

Color code steps in a problem.

Provide list of steps that will help organize information and facilitate recall.

Assist in accessing taped texts.

Reduce the reading level of assignments.

Provide opportunity for student to repeat assignment directions and due dates.

Additional accommodations may be needed.

Testing Strategies

Allow extended time for tests in the classroom and/or in the ESE support lab.

Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).

Allow open book and open note tests in the classroom and/or ESE support lab.

Allow student to take tests in the ESE support lab for help with reading and directions.

Allow student to take tests in the ESE support lab with time provided to study.

Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.

Allow student to take tests orally in the ESE support lab.

Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.

Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).

Provide enlarged copies of the answer sheets.

Allow copy of tests to be written upon and later have someone transcribe the answers.

Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.

Allow use of technology to check spelling.

Provide alternate test formats for spelling and vocabulary tests.

Highlight operation signs, directions, etc.

Allow students to tape-record answers to essay questions.

Use more objective items (fewer essay responses).

Give frequent short quizzes, not long exams.

Additional accommodations may be needed.

Evaluation Criteria Strategies

Student is on an individualized grading system.

Student is on a pass or fail system.

Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).

Student will have flexible time limits to extend completion of assignments or testing into next period.

Additional accommodations may be needed.

Correlation to Sunshine State Standards

Course Requirements for American History-Course Number 2100310

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

1. Demonstrate understanding of the early historical development of the United States.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.4.4.1	Understand the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.	5	
SS.A.4.4.2	Understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.	1	
SS.A.4.4.3	Understand the significant military and political events that took place during the American Revolution.	2	
SS.A.4.4.4	Understand the political events that defined the Constitutional period.	2, 3	
SS.A.4.4.5	Understand the significant political events that took place during the early national period.	3, 4	
SS.A.4.4.6	Understand the military and economic events of the Civil War and Reconstruction.	4	

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Correlation to Sunshine State Standards

Course Requirements for American History-Course Number 2100310

2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.5.4.1	Know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.	6, 7, 8, 10, 12, 14	
SS.A.5.4.3	Understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.	11, 12, 14, 15, 16, American History–Part 2	
SS.A.5.4.4	Understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.	14, 15, 16	
SS.A.5.4.5	Know the origins and effects of the involvement of the United States in World War II.	15, 16, American History–Part 2	
SS.A.5.4.6	Understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.	American History–Part 2	
SS.A.5.4.7	Understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.	American History–Part 2	
SS.A.5.4.8	Know significant political events and issues that have shaped domestic policy decisions in contemporary America.	8, 9, 10, 15, 16, American History–Part 2	
SS.D.2.4.3	Understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.	7, 8, 9, 10, 14, 15, 16, American History–Part 2	

Correlation to Sunshine State Standards

Course Requirements for American History-Course Number 2100310

3. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States society.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.B.1.4.3	Use mental maps of physical and human features of the world to answer complex geographic questions.	1, 2, 5, 8, 9, 10, 11, 12, 13, American History–Part 2	
SS.B.1.4.4	Understand how cultural and technological characteristics can link or divide regions.	1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15, American History–Part 2	
SS.B.1.4.5	Understand how various factors affect people's mental maps.	1, 2, 5, 8, 9, 10, 11, 12, 13, American History–Part 2	
SS.B.2.4.1	Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.	1, 2, 3, 4, 5, 6, 7, 8, 9, 15, American History–Part 2	
SS.B.2.4.2	Understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.	1, 2, 5, 6, 7, 15, American History–Part 2	
SS.B.2.4.3	Understand how the allocation of control of the Earth's surface affects interactions between people in different regions.	1-16, American History–Part 2	
SS.B.2.4.5	Know how humans overcome "limits to growth" imposed by physical systems.	1-16, American History–Part 2	
SS.B.2.4.6	Understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.	1, 5, 6	
SS.B.2.4.7	Understand the concept of sustainable development.	1, 2, 3, 4, 5, 6, 7, 8, American History–Part 2	

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Correlation to Sunshine State Standards

Course Requirements for American History-Course Number 2100310

4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African Americans to society.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.2	Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15, 16, American History–Part 2	
SS.A.5.4.2	Understand the social and cultural impact of immigrant groups and individuals on American society after 1880.	7, 14, American History–Part 2	
SS.C.1.4.4	Understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts in the development of public policy and the political process.	14, 15, 16, American History–Part 2	
SS.C.2.4.3	Understand issues of personal concern: the rights and responsibilities of the individual under the United States Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.	1, 2, 3, 4, 5, 6, 7, 14, 16, American History–Part 2	

5. Demonstrate understanding of the processes used to create and interpret history.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.1	Understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	1-16, American History–Part 2	
SS.A.1.4.3	Evaluate conflicting sources and materials in the interpretation of a historical event or episode.	1-16, American History–Part 2	
SS.A.1.4.4	Use chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1-16, American History–Part 2	

Correlation to Sunshine State Standards

Course Requirements for American History-Course Number 2100310

Standards

6. Demonstrate understanding of the interactions among science, technology, and society within the context of the historical development of the United States.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.2	Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15, 16, American History–Part 2	
SS.B.2.4.4	Understand the global impacts of human changes in the physical environment.	1-16, American History–Part 2	

Standards

7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.B.1.4.1	Use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.	American History–Part 2	
SS.B.1.4.2	Understand the advantages of using maps from different sources and different points of view.	1, 2, 5, 8, 9, 10, 11, 12, 13, American History–Part 2	

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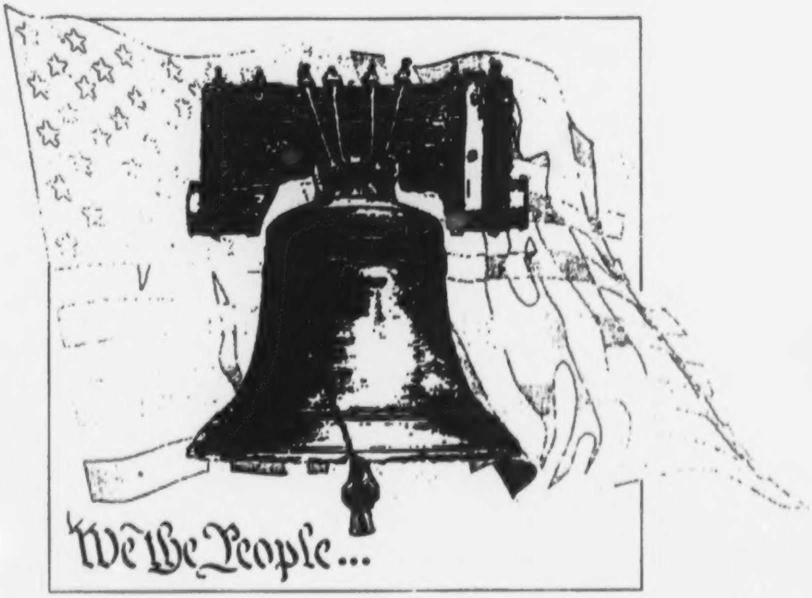
We the People...

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Division of Public Schools and Community Education
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2000

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American History–Part 1

Course No. 2100310

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2000

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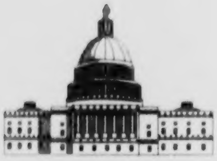

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Exceptional Student Education

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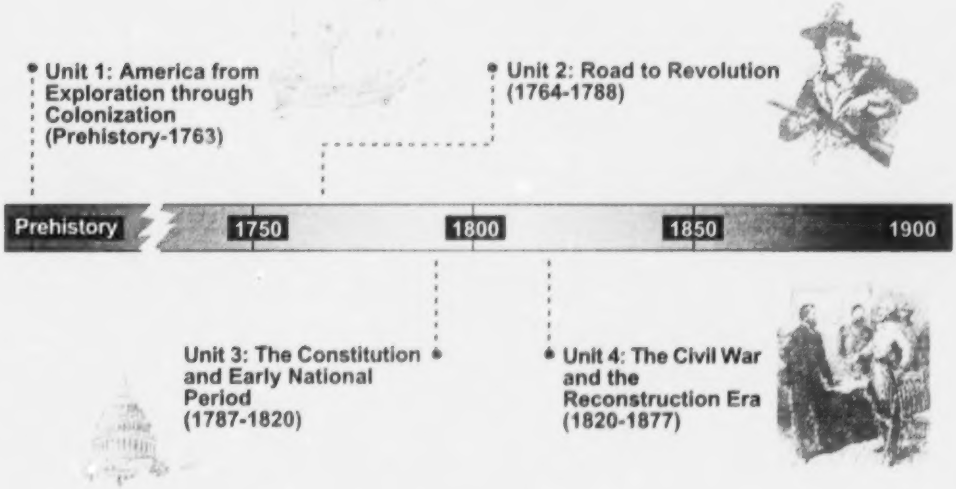
Section 1: Founding the New Nation (Prehistory-1877)

Unit 1: America from Exploration through Colonization (Prehistory-1763)

Unit 2: Road to Revolution (1764-1788)

Unit 3: The Constitution and Early National Period (1787-1820)

Unit 4: The Civil War and the Reconstruction Era (1820-1877)


Unit 1: America from Exploration through Colonization (Prehistory-1763)
Unit 2: Road to Revolution (1764-1788)
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1800
1850
1900
Unit 3: The Constitution and Early National Period (1787-1820)
Unit 4: The Civil War and the Reconstruction Era (1820-1877)

Unit 1: America from Exploration through Colonization (Prehistory-1763)

This unit emphasizes early historical developments in the Americas and how religious, social, political, and economic developments shaped the North American colonies.

Unit Focus

- description of pre-Columbian era
- explorations of Columbus and other explorers
- how British North America was colonized
- reasons Pilgrims, Puritans, and other groups came to the New World
- ways geography affected development of New England, Southern, and Middle Colonies
- examples of British Colonial policy

Vocabulary

Study the vocabulary words and definitions below.

adobe	building material or brick made of sun-dried earth and straw
agrarian economy	economic system based on making money by growing crops
banish	to formally and legally remove from a place and not allow to return
breadbasket	refers to a region that can produce a lot of food and provide it to others
cash crop	a crop grown by a farmer for sale, not personal use
chattel	possession or property
commercial economy	economic system based on making money by buying and selling things
conquistadors	Spanish military leaders who conquered the Native Americans of Central and South America
consent of the governed	people agreeing to be governed, making decisions in government, and selecting their own leaders
democratic	type of government or rule where the power comes from the people

French and Indian War	war between England and France from 1754 to 1763 for control of North America that eliminated France as a rival in North America; known in Europe as Seven Years' War
indentured servants	people who agreed to work for employers for a certain period of time, often in return for travel expenses, shelter, and food
Jamestown	first surviving British colony established in 1607 by the Virginia Company in what today is Virginia
joint-stock company	a business in which individuals invest their money for a common purpose
land bridge	frozen water and land which connected the continents of Asia and North America
Mayflower Compact	written agreement signed aboard the *Mayflower* by the Pilgrims of the colony of Plymouth to be ruled by a democratic government and recognizing the king of England as their monarch
Northwest Passage	inland water route from the east coast of North America to the Pacific, and thus to the Orient
persecute	to treat someone or a group in a cruel and unjust way

Pilgrims	a group of religious reformers who fled England to seek religious freedom; established first permanent colony in New England at Plymouth in what is now Massachusetts
Pocahontas (poh-kuh-HÓNN-tuss)	daughter of chief Powhatan; married Virginia colonist John Rolfe
Powhatan (pow-uh-TÁN)	chief of the Powhatan tribe and head of the Powhatan confederacy of tribes; a group of Native Americans that lived in eastern Virginia at the time of the first English settlements in that area
pre-Columbian era	the time period in North America before the discovery of the New World by Columbus
Puritans	members of a Protestant group who wanted to eliminate all traces of Roman Catholic rituals and traditions in the Church of England; many later settled in the colonies to avoid persecution in England
Roanoke Island	an island off the northeast coast of North Carolina; site of the English settlement founded in 1587 by Sir Walter Raleigh that disappeared without a trace
salutary neglect	period when English regulations were relaxed in return for the colonies' continued economic support

scurvy	disease caused by lack of ascorbic acid (or vitamin C), characterized by spongy gums, loosening of teeth, and bleeding skin and mucous membranes
starving time	period early in a colony's existence when many people died because they lacked food and protection
tariff	tax or duty that a government charges on imports or goods coming into a country
vice-admiralty courts	military courts created by the English Parliament to try colonists without a jury of their peers, violated the colonists' rights as Englishmen

Who's Who in America from Exploration through Colonization

Christopher Columbus

Franciso Vásquez de Coronado

Hernán Cortés

Hernando de Soto

Leif Ericson

Anne Hutchinson

King James I

Pocahontas

Juan Ponce de Léon

Chief Powhatan

Walter Raleigh

John Rolfe

John Smith

Squanto

Roger Williams

Introduction

Viking

People have lived in the Americas for thousands of years. The first Americans left no records. Researchers are still trying to determine when the first people reached the Americas.

About the year 1,000 A.D. the Vikings had reached North America. The news of their voyages did not spread to other parts of Europe during the Middle Ages. However, in the Renaissance period, European nations had begun to look overseas to explore. Sailors from many nations explored the world in the 1500s and 1600s.

Pre-Columbian Era

Historians call the time before *Christopher Columbus* landed at Santo Domingo in the Caribbean Sea the **pre-Columbian era** in the New World. Research indicates that more than one group of settlers crossed over to the Americas perhaps as early as 30,000 to 40,000 years ago. Most historians agree that Asians crossed a **land bridge** that connected the Siberian region of Russia in Asia with Alaska and Canada in North America (see map on next page).

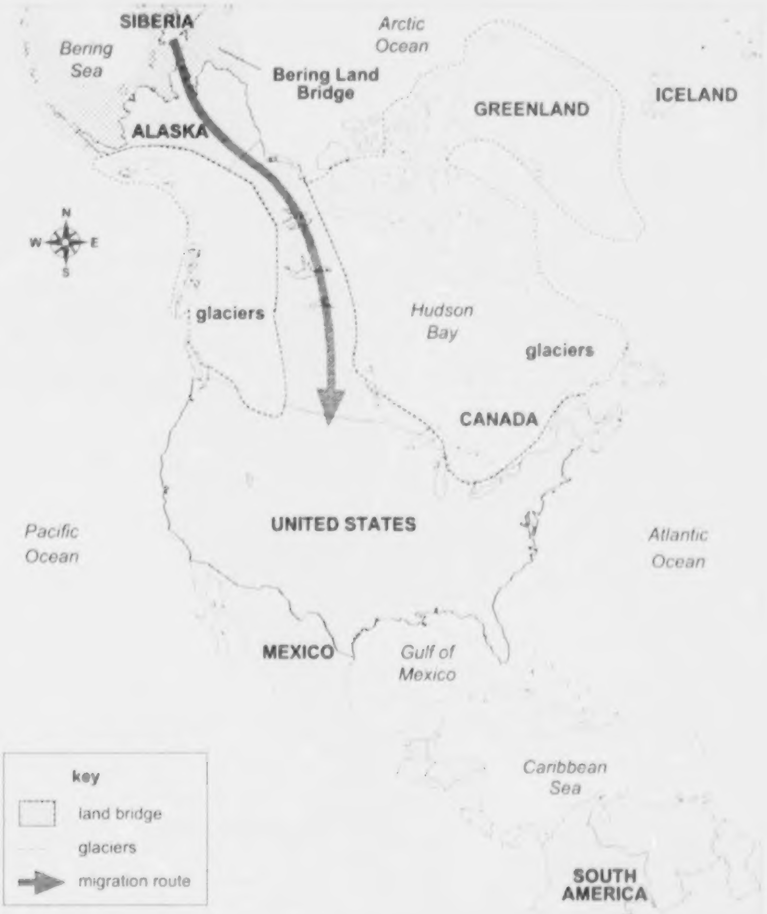
Christopher Columbus

Asians crossed the frozen water and land where the Bering Strait is today and traveled south, settling throughout Canada, the United States, Mexico, Central America, and South America.

Other researchers think that an earlier group of people may have crossed the Atlantic from Europe's Iberian Peninsula—the area that is now Spain, Portugal, and southwestern France. These explorers are believed to have originally settled the Eastern Seaboard, eventually going as far as the American deserts and Canadian tundra, and perhaps into South America. This theory is still being researched.

The movement of groups to the Americas involved many different peoples over many periods of time. The environment of the areas where different groups settled dictated how they developed into different tribes and civilizations. When Columbus arrived in the New World, millions of

Native Americans lived in what today is called the United States. Native Americans of the Pacific Northwest (Washington and Oregon) adapted to wet weather and extensive waterways relied on fishing and hunting for survival. In the dry Southwest region in New Mexico and Arizona, the Hopi, Pueblo, and other tribes of the region irrigated their tribal farmlands while living in homes made of **adobe**. The Northeast region of the United States (Pennsylvania, New York, Massachusetts, and other states) provided a densely wooded area where Native Americans hunted game and gathered nuts and berries. Native Americans who lived in the Southeastern region (the Carolinas, Georgia, and Florida) enjoyed good farming in the fertile soil and also hunted.


SIBERIA
Bering Sea
Arctic Ocean
Bering Land Bridge
GREENLAND
ICELAND
ALASKA
N
W
E
S
glaciers
Hudson Bay
glaciers
CANADA
Pacific Ocean
UNITED STATES
Atlantic Ocean
MEXICO
Gulf of Mexico
Caribbean Sea
key
land bridge
glaciers
migration route
SOUTH AMERICA

Crossing the Land Bridge to North America

During the pre-Columbian era, the Native Americans of North America traded with each other for items they needed. Some tribes traded vegetables and fish for animal hides and tools made of bone. The one thing that the Native Americans of North America did not trade was land. Most tribes lived communally, working together for the community and not just themselves; they did not have strong ideas of personal ownership.

With the arrival of the Genoese explorer, Columbus, his men, and his ships in the Caribbean in 1492, Europe learned of the New World. In reality, the New World (North America and South America) was not unknown, only unknown to Europe. During this time period, an estimated 43-65 million Native Americans may have lived in both North and South America.

Columbus thought he had reached the East Indies, so he called the people he met *Indians*. These Native Americans were descended from the people who reached America thousands of years ago.

Columbus is remembered and credited with the discovery of the New World in 1492. However, Columbus was not the first European to visit the shores of North America. More than 500 years earlier, in 1,000 A.D., *Leif Ericson*, a Norse explorer on a voyage from Greenland, visited the continent.

Columbus Opens the Door for Exploration

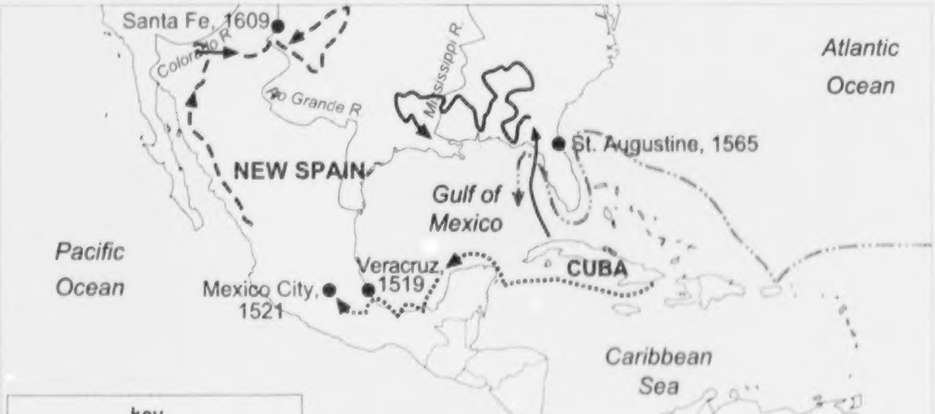
As the 15th century came to an end, Columbus made several voyages to the Caribbean Sea and Gulf of Mexico. He was searching for a shortcut to Asia, his original goal. Later explorers who were still searching for this shortcut called it the **Northwest Passage**. Europe owned both the technology and the resources for safe passage to and from the New World. Kings and queens funded exploration. The printing press was used to publish stories about the findings of explorers. The stories spread quickly, encouraging other nations to strive for the same success.

Hernando de Soto

Juan Ponce de León

Throughout the 16th century (1501-1600), the Spanish dominated exploration and colonization of the Americas. Beyond the Caribbean, the Spanish explorer *Hernán Cortés* conquered the Native Americans of modern day Mexico. Next, Spanish explorer *Francisco Vázquez de Coronado* set out to explore the northern area of Mexico and the southwestern area of what would become the United States (California, Arizona, New Mexico, and Nevada). On the east coast the Spanish explorer *Juan Ponce de León* searched for the Fountain of Youth and discovered Florida. In 1565 the Spanish established St. Augustine. This settlement survived to become the oldest European-founded city in the present-day United States. Further exploration of the southeast was done by Spanish explorer *Hernando de Soto* and his men as they traveled through Florida, Georgia, Alabama, and Mississippi to the Mississippi River.

Hernán Cortés

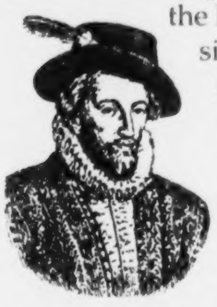


Santa Fe, 1609
Colorado R.
Rio Grande R.
Mississippi R.
Atlantic Ocean
St. Augustine, 1565
NEW SPAIN
Gulf of Mexico
Pacific Ocean
Veracruz, 1519
Mexico City, 1521
CUBA
Caribbean Sea
key
Ponce de León, 1513
Cortés, 1519-1521
de Soto, 1539-1542
Coronado, 1540-1542

Early Spanish Explorations

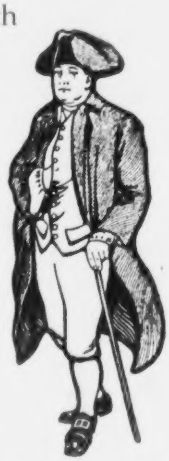
The Spanish military leaders, called **conquistadors**, conquered the Native Americans of South America and took their riches for Spain. The Spanish forced the Native Americans to mine for gold and silver, and then these riches were taken to Spain. As other countries heard of the riches and saw the benefits to Spain they wanted to do the same.

British North America Is Colonized


Sir *Walter Raleigh*

England set out to establish colonies along the eastern coast of North America. The English goal was to follow in Spain's footsteps, to conquer the Native Americans, and to force them to mine for gold, silver, and other riches that would be sent to England. The first English colony failed. **Roanoke Island**, the Lost Colony, was established on an island off the northeast coast of North Carolina in 1587. The founder, Sir *Walter Raleigh*, was delayed in bringing supplies to the colony because he helped defend England from an attack by the Spanish. When Raleigh finally reached the island three years later in 1590, no one was left. Nobody ever discovered what happened to them.

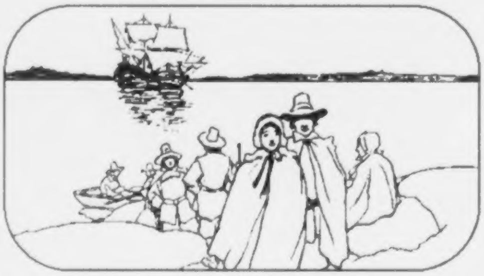
Jamestown, England's first surviving colony in British North America, was founded in 1607 at Jamestown, Virginia. It was named for *King James I* of England. A group of investors bought the right to establish a colony from the king. These investors formed a **joint-stock company** called the *Virginia Company*, which permitted numerous investors to pool their wealth to fund colonies and share in any profits. Joint-stock companies were very important because they financed many of the colonial expeditions. The investors in the Virginia Company hoped that gold would be discovered as it had in New Spain (in what is today's Mexico) so they would get a quick return on their investment.


English gentlemen were sent to start the colony of Jamestown, but they did not know how to establish a successful settlement.

Jamestown never experienced the success of the Spanish colonies. Like Roanoke, the colony nearly disappeared because its colonists were not prepared to work for their own survival. English gentlemen were sent to start the colony, and they did not know how to work together. The first several winters saw the population of Jamestown shrink and nearly disappear. Jamestown was saved when Captain *John Smith* took over in 1607 and demanded that all the colonists work for the benefit of all.

John Smith went to nearby Native American villages to trade for food. He was captured by the chief, **Powhatan** (pow-uh-TÁN) and was sentenced to death. **Pocahontas** (poh-kuh-HÓNN-tuss), the chief's 12-year-old daughter, begged her father to spare him. Powhatan agreed and even sold corn to Smith to feed the hungry colonists at Jamestown. Life in the colony improved when colonists began planting crops. However, in 1609, John Smith was injured in an accident. After he returned to England, the colony again fell on hard times. The winter of 1609-1610 was known as the **starving time** because so many people died without enough food to eat.

Less than half the original colonists survived to see a relief ship with supplies and newcomers arrive from England in the spring of 1610. Discouraged by the harsh living conditions and gloomy outlook, the colonists and newcomers were ready to pack up and go back to England. They were convinced to stay, and in 1619 the Virginia Company put new leaders in charge of the colony.



The Virginia Company sent a governor with orders to consult the settlers. The settlers who owned land were allowed to elect *burgesses*, or representatives. The burgesses met in an assembly called the *House of Burgesses* and with the governor, made laws for the colony. The House of Burgesses brought representative government to the English colonies. Settlers now felt they had a say in how they were governed.

The burgesses had the power to make strict rules and laws, and Jamestown again began to grow. The English eventually realized they would not find gold or silver in Virginia. With the food and the support of the nearby **Powhatan** peoples, the English learned what crops could grow in the

local climate. They learned from the Native Americans that the Virginia soil was excellent for growing tobacco, which the colonists called *brown gold*. In 1612, *John Rolfe* cross-bred tobacco seeds from South America with native American seeds. The demand for tobacco provided the colonists with the cash crop they needed to build the colony. By 1619 the Virginia colony was well on its way to success. Tobacco farms grew throughout the Chesapeake Bay area, creating a demand for farm workers.

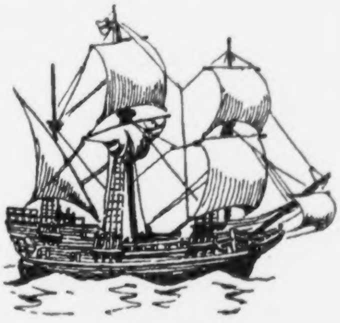
Many people wanted to come to America but were too poor to pay for their passage. Thousands of men, women, and children came to America as **indentured servants** to work on tobacco farms. Indentured servants were people who promised to work for others for a certain number of years, usually two to seven, in return for passage to the colonies and food and shelter upon arrival. Indentured servants were usually from the lower classes of English society and had little to lose by leaving England. At the end of their indenture, some were given clothes, tools, land, and their freedom. They then supported themselves as farmers, merchants, and craft workers. Some indentured servants became very successful and rose to positions of respect in the colonies.

In 1619 a Dutch merchant ship with 20 Africans aboard, originally headed for South America as slaves for the mines, landed off course in Jamestown. These Africans became indentured servants and after a few years most of them received land and freedom. Eventually, more Africans were brought to help with the difficult farming of tobacco. However, it would be several decades before the English colonists began the systematic use of Africans for slave labor and came up with the idea of **chattel** slavery, where enslaved human beings are considered property.

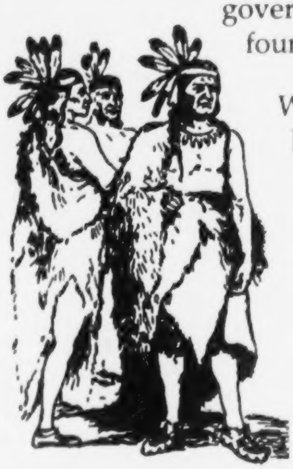
New England Colonies Formed for Religious Reasons

Plymouth Colony

In September of 1620, 102 **Pilgrims** set sail from England on a ship named the *Mayflower*, heading for Virginia. Blown off course, they instead landed at Plymouth, along the coast of what would later become the state of Massachusetts. These colonists established the second permanent colony in America and the first in New England. Not all colonies were formed for commercial reasons. Plymouth was different from Jamestown because the Pilgrims came to the New World for religious freedom.


the *Mayflower*

When the colonists aboard the *Mayflower* arrived, they realized they were outside of the area they were granted by the king. Before leaving the ship, the colonists signed a document called the **Mayflower Compact** (see Appendix A). This agreement created the basic legal system for the colony with the settlers agreeing to **democratic** rule, or rule by the group. They also promised to support the king and pay back the joint-stock company that paid for their journey. The Mayflower Compact helped establish the important idea of **consent of the governed**, where the people make decisions. The Mayflower Compact was the first document of self-government in North America and is part of the foundation of government for the United States.

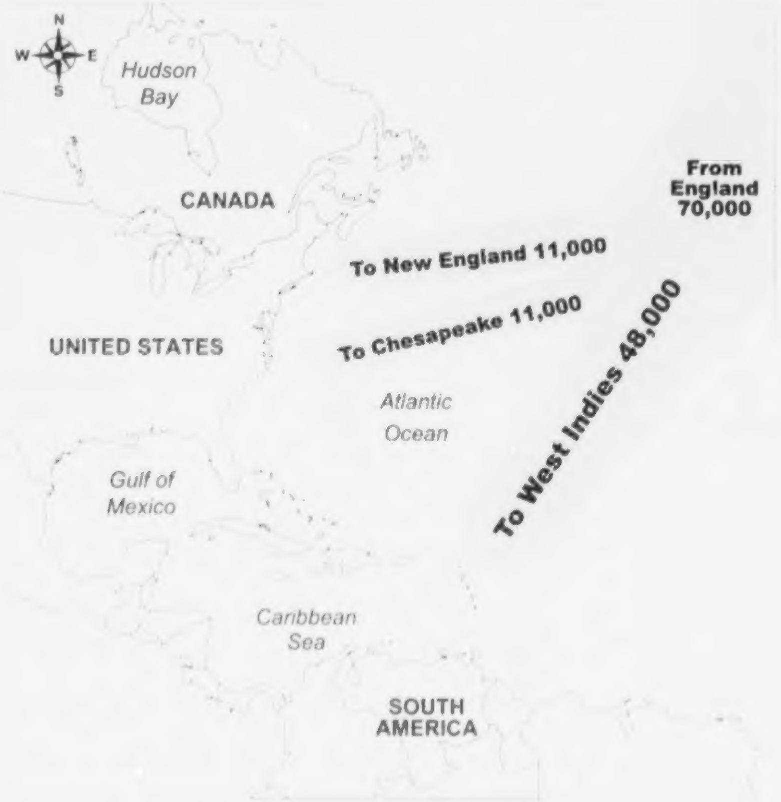


Weakened by **scurvy** and malnutrition, more than half of the Pilgrims perished that first winter. Like the colonists at Jamestown, the Pilgrims were given help by Native Americans. Their greatest help came from *Squanto,* a Native American who had learned to speak English after having been held captive by traders who took him to England years before. Squanto provided corn to plant and instructions on how to grow it. In spring the colonists planted crops and had a good harvest in the fall which helped them survive the coming winter and succeed as a colony.

Massachusetts Bay Colony

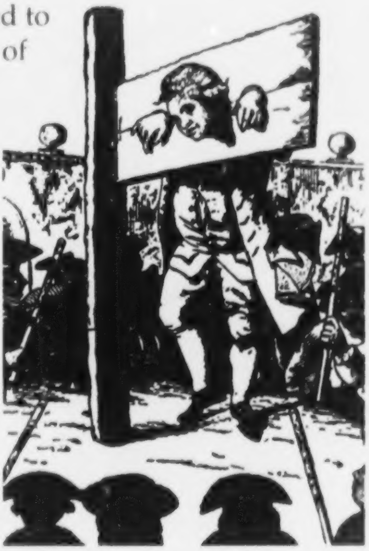
Another group who sought religious freedom were the **Puritans**. Like the Pilgrims, the Puritans were also unhappy with the Church of England. Unlike the Pilgrims, the Puritans did not want to separate from the Church, but wanted to purify its religious practices. However, Church authorities rejected their ideas, and they were **persecuted** for their beliefs. In March of 1630, a group of these Puritans left England and settled 40 miles north of the Plymouth Colony. They called their colony the Massachusetts Bay Colony. Its capital was Boston.

The Puritans brought with them the tools, supplies, and skilled workers to establish good English-style farms and villages. Because of this planning, there was no *starving time* in the Massachusetts Bay Colony. From 1630 to nearly 1650 thousands of Puritans left England to settle near Plymouth. This period is called the *Great Migration*. As more people arrived from England, they began to spread out and create new communities or colonies all throughout the New England region. Gradually, the Puritans created colonies at New Haven, in what later became the state of Connecticut, and Providence, in what later became the state of Rhode Island.


N
W
E
S
Hudson Bay
CANADA
From England 70,000
To New England 11,000
To Chesapeake 11,000
UNITED STATES
To West Indies 48,000
Atlantic Ocean
Gulf of Mexico
Caribbean Sea
SOUTH AMERICA

The Great English Migration, 1630-1650

Other Colonies



Even though religious toleration and acceptance were among the reasons the Puritans migrated to New England, the Puritans were not tolerant of other religions. Their intolerance led to the founding of other colonies by people looking for religious freedom. *Roger Williams* and *Anne Hutchinson* were both **banished** by the Puritans from the Massachusetts Bay Colony for criticizing the colony's policies and leadership. In 1636 Williams founded the town of Providence (in what became Rhode Island), and it became a safe place for followers of all religions. In 1638 Anne Hutchinson and her followers also moved to Rhode Island and established other towns. In 1644 Williams obtained a charter from England, and the town of Providence and three others became the colony of Rhode Island.

During the 17th century, many people left Europe for British North America and created colonies. Swedes settled in the Delaware region, the Dutch in New York. Eventually, the English were able to take over these colonies. The colonies of Pennsylvania and the Carolinas were created when the king of England granted land to people who had supported him.

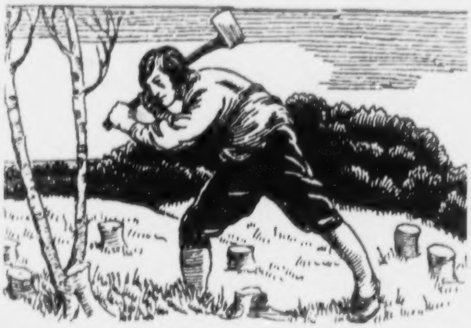
The Three Regions of the Thirteen Colonies

New England Colonies

Because of geography, the colonies developed differently. Heavily forested New England was located in a mountainous region and along the Eastern seaboard. Therefore, the people of the New England colonies (Massachusetts, New Hampshire, Connecticut, and Rhode Island) sold lumber and fished the coastal waters for their survival. Gradually, a **commercial economy** developed, supporting many merchants. Shipbuilding became one of the greatest industries of the area.

Southern Colonies

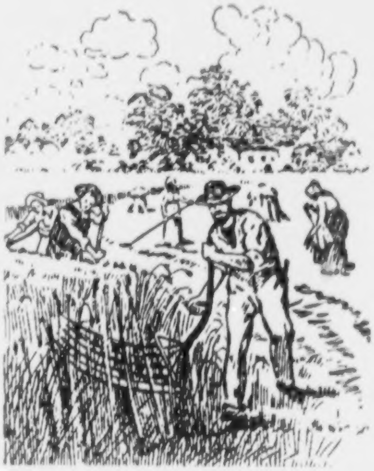
The geography of the Southern colonies (Virginia, Maryland, North Carolina, South Carolina, and Georgia) led to the development of an **agrarian economy**. Agrarian economies grow food crops or **cash crops**, which are sold for profits. The most successful products in the southern colonies were tobacco, rice, and indigo (used as a dye to color cloth). Later cotton would be very successful in the fertile, flat land of the coastal south. The cash crops of the southern colonies required a great deal of labor. *Plantations*, or large farms owned by one person, were created throughout the region. Indentured servants and later slaves provided labor for working the fields. As plantations were started along the rivers, cities or towns sprang up at the coastal port cities, where goods were shipped to England in exchange for manufactured goods brought to the colonies.



clearing the land for farming

Middle Colonies

The Middle Colonies (Delaware, Pennsylvania, New Jersey, and New York) provided a varied economy. With fertile land, these colonies became the **breadbasket** of the colonies because they provided much of the food for other colonies, especially during the American Revolution. The port cities of New York City and Philadelphia became important merchant centers where goods were shipped in and out.



COLONY	DATE FOUNDED	LEADER	REASONS FOUNDED
New England Colonies			
Massachusetts			
Plymouth	1620	William Bradford	Religious freedom
Massachusetts Bay	1630	John Winthrop	Religious freedom
New Hampshire	1622	Ferdinando Gorges John Mason	Profit from trade and fishing
Connecticut			
Hartford	1636	Thomas Hooker	Expand trade; religious and political freedom
New Haven	1639		
Rhode Island	1636	Roger Williams	Religious freedom
Southern Colonies			
Virginia	1607	John Smith	Trade and farming
Maryland	1632	Lord Baltimore	Profit from land sales; religious and political freedom
The Carolinas	1663		
North Carolina	1712	Group of eight proprietors	Trade and farming; religious freedom
South Carolina	1712		
Georgia	1732	James Oglethorpe	Profit; home for debtors; buffer against Spanish in Florida
Middle Colonies			
New York	1626	Peter Minuit	Expand trade
Delaware	1638	Swedish settlers	Expand trade
New Jersey	1664	John Berkeley George Carteret	Profit from land sales; religious and political freedom
Pennsylvania	1681	William Penn	Profit from land sales; religious and political freedom

British Colonial Policy

British colonies were important to England because they either provided desired luxuries such as sugar and tobacco or served as markets for goods produced in England. The American colonies served England mostly as a market for their goods. Because England owned the colonies, England could create laws defining what the colonists had to buy from England and what they could sell to other countries. These laws were called the *Navigation Acts*. The Navigation Acts passed by the English Parliament in 1651 tightened control of trade between the colonies by setting **tariffs** (taxes or duties) on imports. These laws required colonists

Parliament	Great Britain's legislative body, with an upper house, the House of Lords, and a lower house, the House of Commons
petition	a formal request made to an individual or group in power
repeal	to officially do away with an act or law so that it no longer exists
seize	to take control of
smuggled goods	things illegally taken in or out of a country without paying taxes
Sons of Liberty	secret resistance group of Boston shopkeepers, artisans, and laborers
sovereign	having independent or self-governing power
Treaty of Paris of 1783	agreement to end the Revolutionary War and recognize the United States as an independent nation
unanimous	total agreement
unitary system	a system of government with a strong national government and weak or nonexisting state governments

Who's Who on the Road to Revolution

John Adams
Samuel Adams
Charles Cornwallis
John Dickinson
Benjamin Franklin
King George III
Alexander Hamilton
John Jay
Thomas Jefferson
Marquis de Lafayette
James Madison
William Paterson
Edmund Randolph
Daniel Shays
Roger Sherman
George Washington

Introduction

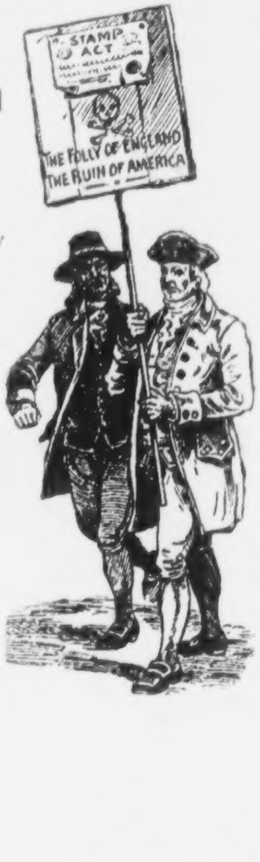
After the French and Indian War, Britain won control over the French empire in North America but was deeply in debt. Britain's debts were shifted to the colonies through taxes passed by **Parliament**. The colonies protested in different ways, and colonial leaders began to meet to find solutions. These solutions eventually led to the Revolutionary War and the creation of the United States **Constitution** (see Appendix B).

Stirrings of Rebellion

To pay its war debts, England began to pass laws which imposed new taxes on the colonists. While England focused attention on the war with France, control over the colonies had been relaxed. After the colonies had become used to making their own rules and decisions, accepting British authority again was very difficult. Colonists were forced to pay taxes to support the English government, but were given no voice in government decisions made by Parliament. Colonists began to protest.

Sugar Act

The first new tax, or tariff, was the *Sugar Act*, passed in 1764. The purpose of this tariff was to make money and to stop the smuggling of goods to the colonies. The Sugar Act also allowed smuggling cases to be decided by a single judge, rather than by a jury of sympathetic colonists. These judges also received five percent of any cargo taken from convicted smugglers. England's Parliament required that the colonies pay the tariffs in gold or silver, rather than their own paper money. The strain on the colonies was great.


STAMP ACT
THE FOLLY OF ENGLAND AND THE RUIN OF AMERICA

Stamp Act

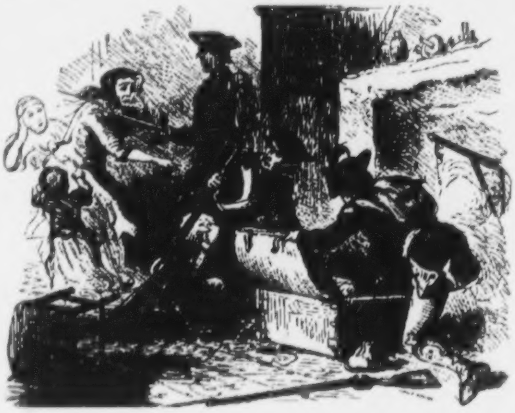
Adding to the problems between England and the American colonies was the passage of the *Stamp Act* in 1765. The Stamp Act required colonists to pay a new kind of tax. This tax was not assessed at the port when a product entered the country but was added to a product at the time of purchase. Colonists were required to pay a tax for a stamp to be placed on all paper products—cards, diplomas, marriage licenses, and even college degrees. This tax was met with great anger. Soon colonists organized to demand that England **repeal** the tax. **Petitions** were sent to local royal officials. Protest groups like the **Sons of Liberty** took action. One of the leading Sons of Liberty was *Samuel Adams*. They tore down tax offices and tarred and feathered many tax collectors or hung their images. Eventually, colonists began to **boycott** British goods. English merchants, who were losing money because colonists would not buy their products, encouraged Parliament to repeal the Stamp Act in 1766.

Declaratory and Townshend Acts

Although Parliament repealed the Stamp Act, it also issued the *Declaratory Act* that said England did have the right tax the colonists. In 1767, Parliament issued a new set of taxes called the *Townshend Acts*. These were taxes placed on imports such as paper, lead, paint, and tea. The colonists once again were outraged. Encouraged by their success with the Stamp Act, they renewed their protests. Again the boycotts were effective and England repealed the Townshend taxes on all goods except on tea.

Boston Massacre

With the increased tension and trouble between the colonists and England, troops were sent to guarantee that taxes would be collected, to search for **smuggled goods**, and to protect officials of the king. Many were stationed in the port town of Boston. England sent 4,000 soldiers to Boston, a city of 16,000 residents. The soldiers looked for additional work when they were off duty. This made many Bostonians angry because they did not need the competition for jobs. In 1770 an irate mob threw rocks hidden in snowballs at the soldiers. Someone fired a gun, and when the smoke had lifted, five colonists were found dead. The Sons

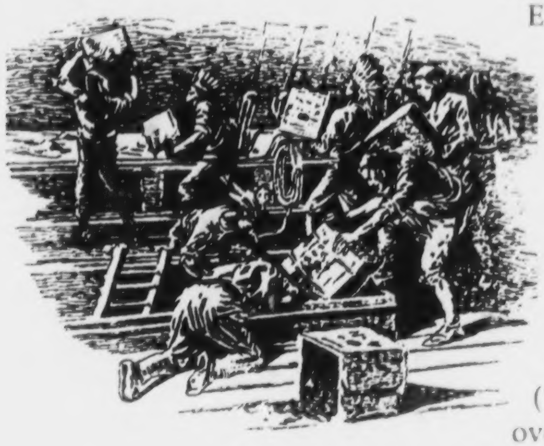


troops search for smuggled goods

of Liberty spread word of the incident, calling it the *Boston Massacre*. By exaggerating the event, the Sons of Liberty caused hatred to increase, but both the British and colonists were frightened by the incident, and relations were calm for several years.

Boston Tea Party

In 1773 England allowed the East India Tea Company to sail directly to the colonies. The idea was to save the tea company from going out of business and to get the colonists to pay the tax placed on the tea when it entered a colonial port. Colonists felt England was using them. All across the colonies, they refused the tea. In Boston, the governor of Massachusetts ordered the tea removed from the ship and the tax paid. Before the deadline for payment, the Sons of Liberty, disguised as Mohawks (members of the League of the Iroquois), threw 342 chests (15,000 pounds) of tea overboard. This event became known as the *Boston Tea Party*.



Boston Tea Party

Coercive or Intolerable Acts

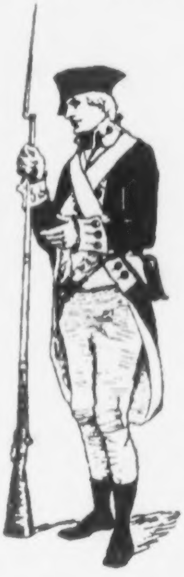
England responded quickly to this act of defiance. A group of acts called the *Coercive Acts* were passed to punish Boston and guarantee an action like the Boston Tea Party would not happen again. One act closed Boston Harbor to all sea traffic except that carrying food and firewood until the colonist paid for the tea. Another act made provisions for England to take control of the legislature and courts in Massachusetts. A third act required citizens to house British troops in their homes if other rooms were not available. To the colonists, these acts were not acceptable, and they referred to them as the *Intolerable Acts*.

ACTS	PURPOSE
Sugar Act	trade law passed by Parliament in 1764 to reduce smuggling in the colonies and to make money to pay for war
Stamp Act	law passed by Parliament in 1765 that placed a direct tax on paper goods (cards, diplomas, deeds, marriage licenses) and services within the colonies
Declaratory Act	act passed by Parliament in 1766 that *declared* or stated that Parliament had the right and authority to make laws for the colonies in all cases and any acts of colonial assemblies were null and void
Townshend Acts	series of laws passed by Parliament in 1767, establishing indirect taxes on goods imported from Britain by the British colonies in North America
Coercive Acts or Intolerable Acts	series of acts by Parliament in 1774 to punish the colonists for the Boston Tea Party; these acts closed the port of Boston until colonists paid for the tea, made changes in Massachusetts government, lodged British troops with the colonists, and let British officials charged with murder go on trial in England; colonists called them the *Intolerable Acts*

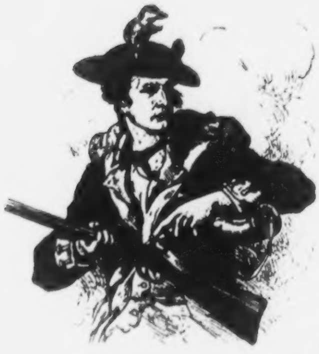
First Continental Congress

England's punishment of the colonies made many colonists fear for other freedoms. In 1774, 12 of the colonies met at the First **Continental Congress** in Philadelphia to discuss the situation. At this meeting, the colonists agreed to work together to protest the Intolerable Acts. The two most important steps the Continental Congress took were to list their complaints, including several laws they wanted repealed, and to agree to boycott British goods until the king dealt with their complaints. Before leaving, the delegates agreed to meet in the spring of 1775 to see what action they needed to take next.

Before the delegates could meet again, England sent troops into the country outside of Boston looking for guns and ammunition. On their way to Concord, the British troops, called *Redcoats* (or lobster-backs) because of their uniforms, were detained at Lexington (about five miles from Concord) by a small militia group called the **minutemen**, an informal group of civilian colonial soldiers. Eight colonists died and 10 were wounded at the *Battle of Lexington*, which lasted only 15 minutes. The



Redcoat


minuteman

Redcoats then marched on to Concord. At Concord they found no arms or supplies, but they did find a group of minutemen. After a small battle in which several British soldiers were killed, the British turned back to Boston. On a bridge outside of Concord, they met a large group of minutemen. Fighting broke out, and the British were forced to retreat, but not before losing a great number of men at the *Battle of Concord*. News of the battles traveled fast. The first shots of the American Revolution had been fired.

War seemed certain as hopes of reaching a peaceful agreement with Britain faded. These battles at Lexington and Concord launched a war which would decide the future of the 13 colonies.

Second Continental Congress

Following the battles at Lexington and Concord (1775), the Second Continental Congress met as earlier decided. The first thing the delegates did was send *King George III* the *Olive Branch Petition*. This petition urged the British king to repeal the Intolerable Acts and help find a peaceful solution to the problems between the colonies and Britain. King George III refused to read the petition.

Continental Army

The second thing the Second Continental Congress did was to organize an army and a navy to fight the British. The Continental Army was different from local militias because it included men from many different areas. It was allowed to fight in all 13 of the colonies. *George Washington*, a 43-year-old veteran of the French and Indian War, was appointed as commander-in-chief. The Second Continental Congress also authorized the printing of money to pay for the army.

While the Second Continental Congress was meeting in Philadelphia, the colonial militia around Boston became involved in another battle at *Breed's Hill* near Bunker Hill. There the British took both Breed's and Bunker hills. The

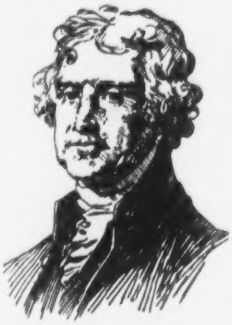
Americans readied for battle by digging trenches on Breed's Hill, leading to the confusion that resulted in the battle being misnamed. The misnamed *Battle of Bunker Hill* (1775) was the deadliest battle of the war. George Washington and the Continental Army were not part of this battle, but when General Washington reached Boston, he took command of the militia there. These soldiers became the core of the Continental Army and later forced the British to evacuate Boston.

The colonists suffered a series of losses starting at the Battle of Bunker Hill outside of Boston (1775). Always able to sting the British, the colonists fought a different type of war than the formally trained Redcoats.

Led by Washington, the colonists fought the better-trained, richer, and larger force presented by the British. Still, colonists had the advantage because they knew the land and were closer to their supplies. Early in the fighting, the colonists were lucky, as in the battle at Concord where British soldiers fell by the dozens against 3,000 to 4,000 minutemen.

Declaration of Independence

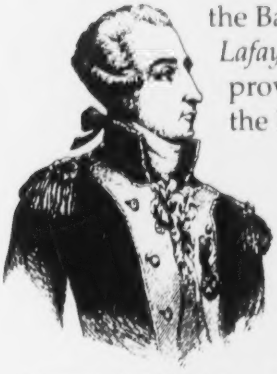
When attempts to settle their differences with England failed, the Second Continental Congress decided it was time to separate from England. The Congress asked *Thomas Jefferson* and a small group of others to write the official document creating a state. Jefferson wrote the first draft which the Congress edited. Included in the **Declaration of Independence** (see Appendix C) were the complaints which England had ignored. It also spelled out what ideas would be used by the new state—"all men are created equal," and people have the right to "life, liberty, and the pursuit of happiness." With the signing of the Declaration of Independence on July 4, 1776, the Revolutionary War became official.



Thomas Jefferson

War for Independence

When the colonists defeated the British at the *Battle of Saratoga* (1777) in upstate New York, the war began to swing in the colonists' favor, and they knew they could defeat the British even though they were outnumbered. In part, the success of the colonists in the latter portion of the war resulted from help by the French who were impressed with the American victory at


Marquis de Lafayette

the Battle of Saratoga. Represented by the *Marquis de Lafayette*, a wealthy young French nobleman, the French provided loans, weapons, men, and ships to help fight the British.

The war was difficult for the colonists. They lacked proper equipment and clothing to survive the war and the weather. The winter of 1777-1778 was one of the worst, with more than 2,000 soldiers dying at Valley Forge, Pennsylvania. While some men left the army to go home, most stayed. However, when French money and troops arrived in the summer of 1778, the war began to turn back in favor of the colonists. The war moved to the southern colonies of the Carolinas and Georgia where the British had greater support. Still, with aid from the French, the colonists were able to defeat the British at the *Battle of Yorktown* in Virginia (1781). On October 17, 1781, the British General *Charles Cornwallis* surrendered to General George Washington.

Events and Battles during the Revolutionary War

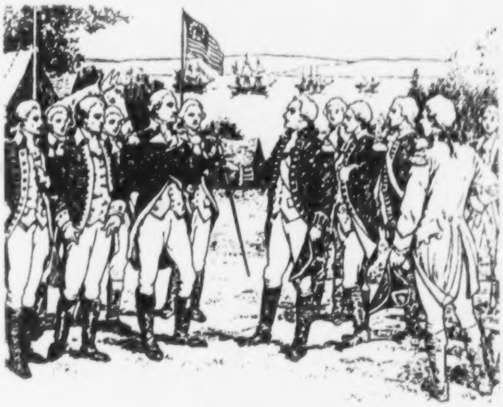
Boston Massacre	event in 1770 when colonists threw rocks and snowballs at British troops to harass them, which resulted in the death of five colonists when the British soldiers fired into the crowd
Boston Tea Party	act of vandalism in 1773 by the Sons of Liberty, who threw 342 chests (15,000 pounds) of tea owned by the East India Tea Company into Boston Harbor to protest the Tea Act
Battle of Lexington *	first battle in the American Revolutionary War in a town in northeast Massachusetts on April 19, 1775; 700 British troops were met by 70 minutemen, resulting in the killing of eight Americans and the wounding of 10
Battle of Concord *	second battle in the American Revolutionary War in a town in northeast Massachusetts on April 19, 1775
Battle of Bunker Hill ** (Breed's Hill)	fighting during the American Revolution outside of Boston in 1775; British won when colonists ran out of ammunition, but the British left Boston shortly afterward
Battle of Saratoga	fighting in upstate New York during the American Revolution in 1777; considered the turning point of the war because the French joined with the Americans as a result of their win here
Battle of Yorktown	last major battle of the war; led to the surrender of British troops in 1781

* The Concord and Lexington battles are referred to as the "shots heard around the world." These two battles were the start of the Revolutionary War.

** Because the colonists had only a small amount of gunpowder, the American commander warned, "Don't shoot until you see the whites of their eyes!"

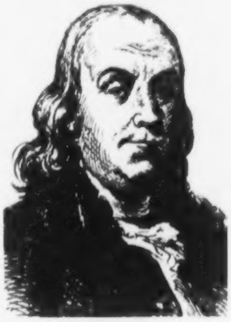
"E pluribus unum"—Out of Many, One

Ending the American Revolution in 1781 was not enough. A formal declaration of peace was necessary.

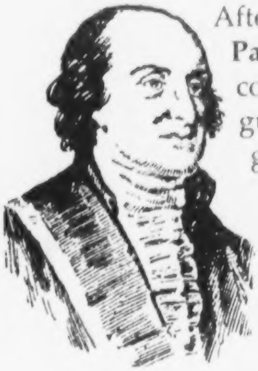


On October 17, 1781, the British General Charles Cornwallis surrendered to General George Washington.

In 1782 peace talks began in Paris with representatives from four nations—the newly named United States of America, Great Britain, France, and Spain (an **ally** of France who helped when France joined the war). The United States sent representatives, including *Benjamin Franklin* and *John Jay*, to Paris to **negotiate** peace terms with the British.



Benjamin Franklin



John Jay

After more than a year, the **Treaty of Paris of 1783** was signed by the four countries. The United States was guaranteed independence and granted the lands bounded by Florida (owned by Spain) and Canada (owned by England) and westward to the Mississippi River.

Treaty of Paris

The Treaty of Paris included the following:

1. Great Britain recognized the colonies as a **sovereign** nation, able to make decisions on their own without interference from others
2. The western boundary of the newly recognized United States of America was the Mississippi River
3. Use of the Mississippi River was promised to all countries involved in the war (United States, Great Britain, France, and Spain)
4. Florida was returned to Spain
5. The United States was granted fishing rights off the coast of Newfoundland

Additionally, the United States was to encourage its citizens to pay back debts owed to British merchants. In January of 1784, the Second Continental Congress approved the Treaty of Paris, and the United States began its freedom as a sovereign nation.

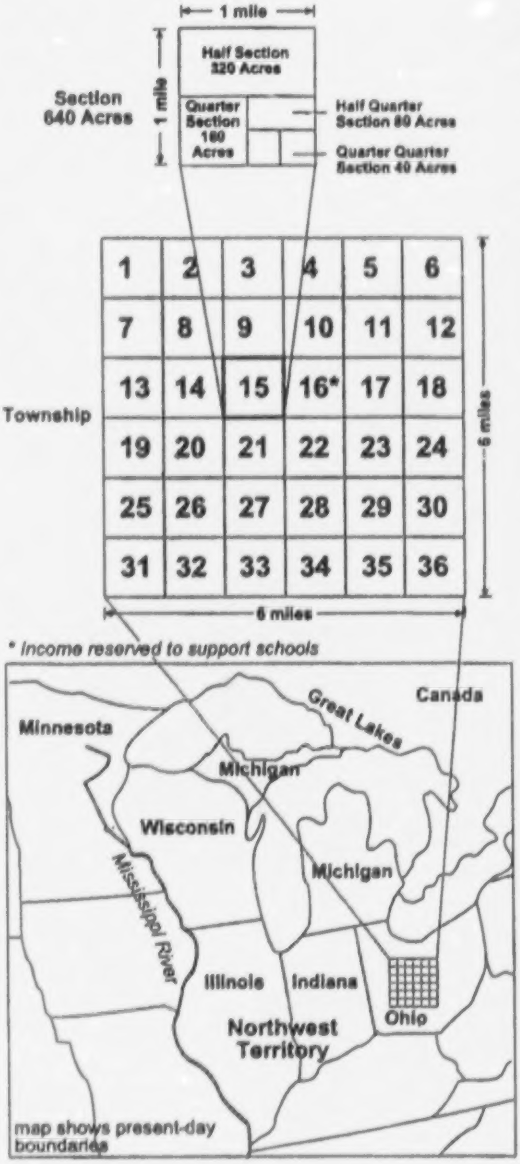
Articles of Confederation

During the early days of the war, a committee was assigned the job of writing a constitution. Headed by *John Dickinson*, the committee created the **Articles of Confederation** in 1777 (see Appendix D). As the first constitution of the United States, the Articles reflected the wish of most Americans to avoid anything British. Where England was ruled by a monarchy, the Americans were governed by a **confederation**, or loose association of states. The Articles were ratified in 1781.

Under the Articles, each state remained sovereign, which meant each of the 13 states could make their own decisions. The Articles brought the states together in a national Congress with several representatives from each state, but only one vote for each state. In this way no one state was more powerful than another. All important legislation required a two-thirds vote of the states, but amendments and taxes required **unanimous** votes.

Land Ordinance of 1785 and Northwest Ordinance of 1787

While the Articles of Confederation were not very effective, they did establish some customs that continue today. Most important were the *Land Ordinance of 1785* and the *Northwest Ordinance* of 1787. These two *ordinances*, laws or legal orders, helped to divide the newly acquired public land in the Northwest Territory, the land east of the Mississippi River and north of the Ohio River. After it was divided, the government could then sell it to farmers or investors and help pay the national debt. The Northwest Ordinance then established a process for territories to become states. This process was unique since it was the first time ever any country admitted new lands into the country with equal status to the original states. Slavery was also prohibited.


1 mile
1 mile
Section
640 Acres
Half Section
320 Acres
Quarter
Section
160
Acres
Half Quarter
Section 80 Acres
Quarter Quarter
Section 40 Acres
Township
1 2 3 4 5 6
7 8 9 10 11 12
13 14 15 16* 17 18
19 20 21 22 23 24
25 26 27 28 29 30
31 32 33 34 35 36
6 miles
6 miles
* Income reserved to support schools
Canada
Great Lakes
Minnesota
Michigan
Wisconsin
Michigan
Mississippi River
Illinois
Indiana
Ohio
Northwest
Territory
map shows present-day
boundaries

How land of the Northwest Territory was divided.

The Land Ordinance of 1785 required that the land of the Northwest Territory be surveyed and then divided into townships of 36 square miles. Each township was then divided into 36 sections that were of one square mile, or 640 acres. Families could buy an entire section for a minimum of one dollar an acre, but most often only purchased a quarter section, or 160 acres. Money collected from the sale of a designated section was to support public schools. Then in 1787, the Confederation Congress passed the Northwest Ordinance, which created the steps for new states to be added to the nation. It established three basic steps for statehood.

- Congress appoints a territorial governor and judges.
- When the population of a territory reaches 5,000 residents, the residents will write a temporary constitution and elect their own governor and legislature.
- When the total population reaches 60,000, residents will submit a state constitution to Congress for approval. If approved, the territory becomes a state.

While the two ordinances created a clear and precise process for selling new land and adding new states, they completely ignored the Native American population living on the lands.

The Land Ordinance of 1785 and the Northwest Ordinance of 1787 set a very important example by having Congress draw up the rules and initially govern the territories. Unfortunately, under the Articles, Congress was limited in its power and ineffective. Problems with other countries, growing money problems, and unhappy veterans who still were waiting for back pay caused state leaders to look for ways to correct the Articles. Even though the Articles of Confederation were eventually replaced by the Constitution of the United States, these two ordinances created a process still used today.

Shays' Rebellion

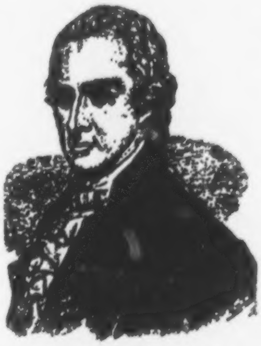
There were other signs that the Articles of Confederation were not working. In 1786 a group of farmers in western Massachusetts *petitioned*, or made a formal request, for relief from heavy taxes. When their requests were ignored, 2,000 farmers—led by *Daniel Shays*, a former soldier in the Revolutionary War—attempted to shut down the courts in three western counties. Shays and his men then moved eastward to take over the local **arsenal** (a place that stores weapons and ammunition) at Springfield, Massachusetts. Although *Shays' Rebellion* was put down by the state's well-armed militia, fear across the country grew because so many farmers everywhere were facing the same problem. Prices for farm products had fallen after the Revolutionary War, and courts threatened to **seize** the farms if loans and taxes were not paid.

Articles of Confederation

Strengths	Limitations
Land Ordinance of 1785 Northwest Ordinance	No executive branch existed to enforce the laws of Congress. No national courts existed to resolve conflicts. Unanimous approval was needed for amendments. Congress could not collect taxes. Congress could not regulate interstate trade. Each state only had one vote in congress, regardless of population size. Nine of 13 states needed to agree to pass any law.

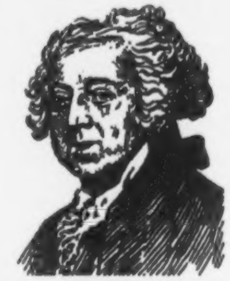
By 1785 the limitations of the Articles of Confederation made some people look for another way to govern the nation. When only a few states sent representatives to a meeting to discuss the problems in 1786, another meeting was requested. The Confederation Congress suggested all states attend the *Philadelphia Convention*.

Constitutional Convention of 1787



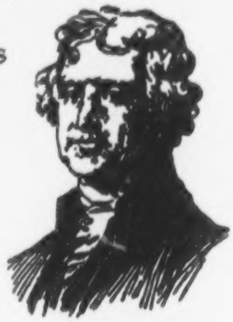
Alexander Hamilton

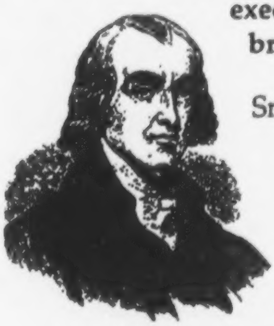
In 1787, 55 delegates to the **Constitutional Convention**, representing 12 states, met in Philadelphia to make corrections to the limited Articles of Confederation. The delegates included many leaders from the Revolutionary War including Benjamin Franklin, *Alexander Hamilton*, *James Madison*, and George Washington whom the convention chose as their presiding officer. A few leaders were missing, most obviously Thomas Jefferson and *John Adams*. Both were serving as ambassadors overseas, Jefferson in Paris, France and Adams in London, England.


John Adams

Virginia Plan

Soon after the convention began, a proposal was made to abolish the Articles of Confederation and create a brand new government. To prevent problems, delegates were sworn to secrecy so they could do their best without pressures from outside forces. Quickly a proposal was made, and the convention began debating the *Virginia Plan,* created by Madison and presented by *Edmund Randolph*. The plan recommended a **bicameral** (having two legislative chambers or houses) congress with representatives assigned based on state populations. This *large state* plan gave an advantage to the more densely populated states of Massachusetts, Virginia, New York, and Pennsylvania. Besides a Congress, or **legislative branch**, the Virginia Plan called for an **executive branch** and a **judicial branch**.


Thomas Jefferson


James Madison

Small states protested the Virginia Plan, afraid that large states would outvote them. Under the Articles of Confederation, each state had one vote in Congress, no matter what its population was. Supporters of the Virginia Plan thought it was only fair for a state with more people to have more representatives.

New Jersey Plan

The Convention almost fell apart over the Virginia Plan. In June 1787, *William Paterson* of New Jersey presented the *New Jersey Plan*. This plan had the support of the small states. The *New Jersey Plan* recommended three branches of government and a unicameral (one-chamber or house) congress with equal representation as under the Articles of Confederation. Understandably both sides would not give in.

The Great Compromise

Convention delegates argued over the Virginia Plan and New Jersey Plan. The standoff was broken by the *Connecticut Compromise*, also known as the *Great Compromise. Roger Sherman* proposed the **compromise**, which made it possible for both the large and small states to work together. Sherman's compromise called for a bicameral congress with representation in a lower house, the *House of Representatives*, and an upper house, the *Senate*.

Members of the House of Representatives would be chosen by all men who could vote. The seats would be divided according to the population of each state. This part was like the Virginia Plan, and the large states liked and supported it.

Members of the Senate would be chosen by state legislatures. Each state would have two senators. The small states liked and supported this part. Together, the two houses would comprise the Congress of the United States. On July 16, the delegates narrowly accepted the plan.

Three-Fifths Compromise

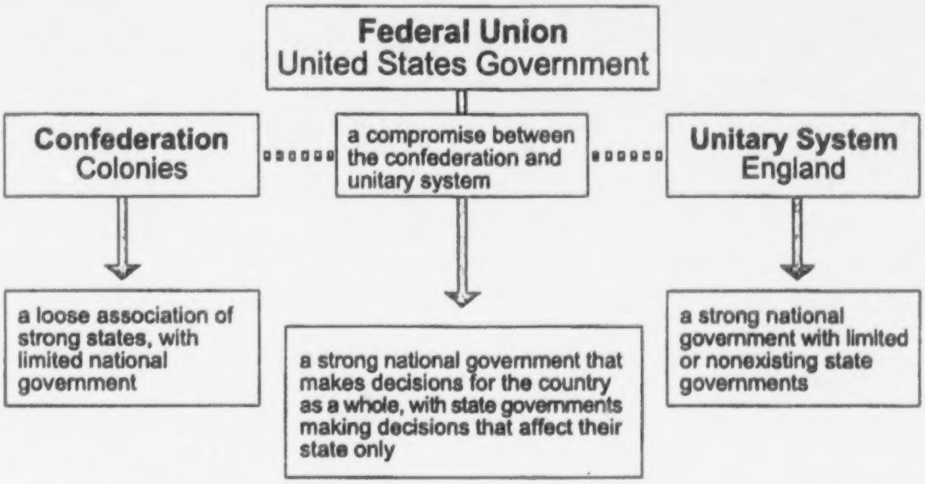
Although the Great Compromise settled the issue of representation in Congress, it opened the door to another new question. When counting population to determine the number of members for the House of Representatives, should slaves be counted? The Southern states, with many slaves, wanted slaves counted, even though slaves could not vote and were not citizens. The Northern states, where few or no slaves lived, were opposed. (See chart on following page of how the right to vote has expanded since the Constitution first went into effect.) This issue was complicated when Southern states reversed their position on counting population to determine how much a state would pay in taxes. Concerning taxes, Southern states said the slaves were not citizens and therefore should not be counted when determining rates of taxation. The delegates resolved this delicate issue with the *Three-Fifths Compromise*. This compromise allowed five slaves to be counted as three residents for the purpose of deciding representation and **assessing** taxes, the setting of taxes or fees.

As the Three-Fifths Compromise was being discussed, some delegates suggested an end to slavery. To prevent a complete breakdown of the convention, the delegates agreed to leave the decision of slavery in the hands of the future government. The Congress created by the Constitution was prevented from interfering with the importation of slaves for at least 20 years.

The Right to Vote					
1789	**Early 1800s**	**1870**	**1920**	**1961**	**1971**
White men over age 21 who met property requirements	All white men over the age 21	African-American men over age 21	Women	People in the District of Columbia in presidential elections	Men and women over age 18
state laws	**state laws**	**Amendment 15**	**Amendment 19**	**Amendment 23**	**Amendment 26**

Creating a Federal Union

With the issues of slavery and Congress settled, the convention began to create the rest of the new government. The first step was to create a **federal union.** This was different from the confederation created by the Articles of Confederation and the **unitary system** of England before that. England's government was a unitary system, with a strong national government and the next level of government being the county. No states or provinces existed. When the colonists wrote their first government, they wanted the opposite of the English system, so they created a confederation with strong state governments and a limited national government that must obey the states. When the delegates at the Philadelphia Convention began to change the government, they created a new form of government that was a compromise between a confederation and an unitary system. They created a federal union with a strong national government to make decisions that impact the country as a whole and strong states to address issues only within their state.


Federal Union
United States Government
Confederation
Colonies
a compromise between the confederation and unitary system
Unitary System
England
a loose association of strong states, with limited national government
a strong national government that makes decisions for the country as a whole, with state governments making decisions that affect their state only
a strong national government with limited or nonexisting state governments

Framework for the Constitution

The delegates made many decisions about the new constitution. By September, 1787, they had set up the framework for a lasting government. Now they needed to win approval in their home states for the Constitution. Nine states were needed to ratify the Constitution. By June 21, 1788, the required states had approved the new Constitution.

Summary

Colonists protested the new taxes created by the British Parliament, and in July 1776, a year after the fighting in the American Revolution began, the colonists declared their independence from Britain. The Americans suffered many setbacks at first, but with the help of the French, they defeated the British. After the Treaty of Paris in 1783, Britain recognized the American nation.

The Articles of Confederation set up the first American government, but in 1787, Americans decided to replace the Articles with a new constitution. Under the new constitution, the new government would share powers between the states and the national government and each of three branches of the national government would be able to check the powers of the other.

Practice

Answer the following using complete sentences.

1. Describe each of the following acts.

   Sugar Act: ____

   ____

   ____

   Stamp Act: ____

   ____

   ____

   Declaratory and Townshend acts: ___________________________

   ____

   ____

2. What were the causes of the Boston Massacre? _______________

   ____

3. How did Americans respond to the tax on tea? _______________

   ____

4. Describe the Coercive Acts (also known as the *Intolerable Acts*). ____

   ____

   ____

   ____

   ____

5. What was the purpose of the First Continental Congress and the Second Continental Congress? ______________________________

6. What was the message of the Declaration of Independence? ______

7. Describe one cause and one effect of Shays' Rebellion. __________

8. State two reasons the Articles of Confederation did not work.

9. What was the purpose of the Constitutional Convention of 1787?

10. What was the second plan for the United States government?

Practice

Use the list below to write the correct **order** *of the* **Revolutionary War events** *from earliest (first) to latest.*

Treaty of Paris

Battle of Bunker Hill (Breed's Hill)

Battle of Lexington and the Battle of Concord

Battle of Yorktown

Battle of Saratoga

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Practice

Match each description with the correct term. Write the letter on the line provided.

_____ 1. revolt of Massachusetts farmers whose farms were being seized for debt

_____ 2. a law that set up a way for new states to be admitted to the United States

_____ 3. William Paterson's plan (favored by small states) for a one-house congress and one representative for each state

_____ 4. James Madison's plan (favored by large states) for a two-house congress and representatives based on state population

_____ 5. the first American constitution

_____ 6. law that set up a system for settling the Northwest Territory

_____ 7. Roger Sherman's Connecticut Plan for a bicameral congress that settled the differences between large and small states

_____ 8. agreement to allow three-fifths of the slaves in any state to be counted in that state's population for purposes of representation and taxation

_____ 9. agreement between the British and the colonies that ended the Revolutionary War

A. Articles of Confederation

B. Great Compromise

C. Land Ordinance of 1785

D. New Jersey Plan

E. Northwest Ordinance of 1787

F. Shays' Rebellion

G. Three-Fifths Compromise

H. Treaty of Paris of 1783

I. Virginia Plan

Practice

Answer the following using complete sentences.

1. Why were the delegates to the Constitutional Convention of 1787 sworn to secrecy? ________________________________

   ____

   ____

   ____

   ____

2. Why did delegates from small states object to the Virginia Plan?

   ____

   ____

   ____

3. What was the Great Compromise? ______________________

   ____

   ____

   ____

   ____

4. What was the Three-Fifths Compromise? ________________

   ____

   ____

   ____

Practice

Number these **events** *in the correct* **order** *that they happened. Write the number on the line provided.*

__________ 1. Shays' Rebellion was led by Daniel Shays.

__________ 2. The Declaration of Independence was written.

__________ 3. The Revolutionary War began.

__________ 4. The Constitution of the United States was written.

__________ 5. The English government made laws that hurt the people in the American colonies.

__________ 6. The Constitutional Convention was called.

__________ 7. England set up 13 colonies in America.

__________ 8. The Articles of Confederation was used as the plan of government.

__________ 9. The Treaty of Paris between the British and the colonies that ended the Revolutionary War was signed.

Practice

Use the list below to write the correct term for each definition on the line provided.

ally
bicameral
boycott
confederation
Continental Congress
Parliament
smuggled goods
sovereign
unanimous

________________ 1. total agreement

________________ 2. having independent or self-governing power

________________ 3. things illegally taken in or out of a country, without paying taxes

________________ 4. a sovereign or state united with another sovereign or state in a common cause

________________ 5. to refuse to buy or use as a means of protest

________________ 6. meetings of colonial representatives in 1774 to address unfair treatment of the colonies by England, and again in 1775 to approve the Declaration of Independence and plan for possible war

________________ 7. made up of two legislative bodies consisting of the Senate and the House of Representatives

________________ 8. a system of government with strong state governments and a limited national government

________________ 9. Great Britain's legislative body, with an upper house, the House of Lords, and a lower house, the House of Commons

Practice

Match each definition with the correct term. Write the letter on the line provided.

____ 1. agreement to end the Revolutionary War and recognize the United States as an independent nation

____ 2. secret resistance group of Boston shopkeepers, artisans, and laborers

____ 3. work out or settle upon agreements or compromises in meetings

____ 4. to officially do away with an act or law so that it no longer exists

____ 5. a formal request made to an individual or group in power

____ 6. an informal military composed of civilian colonial soldiers who could answer the call to arms in a minute

____ 7. to set the value of property for taxation; to charge or tax

____ 8. government building where arms are manufactured or stored; war supplies

____ 9. to take control of

A. arsenal

B. assess

C. minutemen

D. negotiate

E. petition

F. repeal

G. seize

H. Sons of Liberty

I. Treaty of Paris of 1783

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. the body of government (the courts) that interprets law

_____ 2. the body of government that carries out laws

_____ 3. the second constitution or written plan of government for the United States that explains the powers and duties of the government

_____ 4. the meeting at which the United States Constitution was written

_____ 5. a system of government with strong central powers making decisions for the country as a whole, with state governments making decisions that affect only their state

_____ 6. the body of government that makes laws

_____ 7. the document that lists the reasons Americans wanted to be free of English rule

_____ 8. a settlement in which each side gives up some of its demands in order to reach an agreement

_____ 9. a system of government with a strong national government and weak or nonexisting state governments

_____ 10. the first constitution or written plan of government for the United States

A. Articles of Confederation

B. compromise

C. Constitution

D. Constitutional Convention

E. Declaration of Independence

F. executive branch

G. federal union

H. judicial branch

I. legislative branch

J. unitary system

Unit 3: The Constitution and Early National Period (1787-1820)

This unit emphasizes the United States Constitution, the structure and function of government during the early national period, and the issues and major events of the War of 1812.

Unit Focus

- ratifying the United States Constitution
- views of Federalists and Antifederalists
- how the Bill of Rights led to ratification
- effects of the United States Constitution
- principles of the United States Constitution
- contents of the United States Constitution
- purposes of the United States Constitution
- levels and functions of government
- beginnings of the War of 1812
- major events of the War of 1812

Vocabulary

Study the vocabulary words and definitions below.

amendment	change made to the Constitution
Antifederalists	a group who opposed Constitution during the ratification debate in 1787
ban	to prohibit or stop
bill	suggestion for a new law
Bill of Rights	the first 10 amendments to the Constitution
blockade	the act of using warships to surround an enemy's harbor and prevent persons or supplies from entering or leaving
checks and balances	the power of each of the three branches of government to check or limit the actions of the other branches
concurrent powers	powers shared by national and state governments
Constitution	the second constitution or written plan of government for the United States that explains the powers and duties of the government
delegated powers	powers given to the national government by the Constitution

democracy	system of government in which power comes from the people
denied powers	powers that the federal system or Constitution expressly forbids either the national or state governments
embargo	an enforced halt on trade imposed by one government on another government
executive branch	the body of government that carries out laws
Federalists	a group who supported the Constitution during the ratification debate in 1787; favored a strong national government
federal system	a form of government that divides power between a central national authority and state levels; also called *federalism*
government	a political organization through which public policy is made and enforced
impressment	the forcible seizure of men for military service
judicial branch	the body of government (the courts) that interprets laws
judicial review	the power of the courts to declare laws unconstitutional
laws	written rules of behavior that can be enforced by a government

legislative branch	the body of government that makes laws
limited government	government that can do only what the people say it can do
neutral	not taking sides in a quarrel or war
popular sovereignty	rule by the people
Preamble	the beginning of the Constitution
prosper	to be successful; to achieve economic well-being
ratification	official approval by the states of the Constitution or an amendment
republic	type of government in which people choose their leaders through regular elections
reserved powers	powers given to state governments
seize	to get control of
separation of powers	division of government so that no one branch becomes too powerful; a system of checks and balances
Treaty of Ghent	peace treaty in 1814 between the United States and Britain that ended the War of 1812

veto	to vote against something; to refuse to approve
War Hawks	members of Congress who wanted war with Britain in 1812

Who's Who in the Constitution and Early National Period

John Adams

Samuel Adams

Benjamin Franklin

Alexander Hamilton

Patrick Henry

Andrew Jackson

John Jay

Thomas Jefferson

Francis Scott Key

Richard Henry Lee

Thomas Macdonough

John Marshall

James Madison

James Monroe

Oliver Perry

George Washington

Introduction

The **Constitution** of the United States is a plan of **government** that was written over 200 years ago (see Appendix B). The people who wrote our Constitution understood the reason that a nation needs a strong government. The Constitution created a type of **democracy** called a **republic**. A republic is a nation in which the voters elect representatives to govern them.

In 1787, when delegates to the Constitutional Convention met and decided that the Articles of Confederation (see Appendix D) caused too many problems to be resolved, they wrote the Constitution. Below is a chart showing some of the problems in the Articles of Confederation and improvements provided by the Constitution. Before Americans would accept the Constitution, changes called **amendments** had to be written. The resulting 10 amendments became known as the **Bill of Rights** (see Appendix E).

After many years of adjusting to its new government, America began to **prosper**. Since 1791, seventeen other changes have been made to the Constitution, making a total of 27 amendments. But, basically, we use the same plan of government today—more than 200 years later.

In 1803 Britain and France went to war again. The United States wanted to remain **neutral**. However, trouble at sea in the early 1800s eventually led to the United States declaring war against Britain.

Problems with Articles of Confederation

- Articles of Confederation created a limited national government that could not force the states to obey its laws.
- Foreign countries took advantage of the national government's limitations; there were no national army or navy.
- With no power to tax, government had a difficult time raising money.
- Because each state could issue its own paper money, this hurt trade.
- Shays' Rebellion showed leaders they needed a stronger national government.

Improvements Provided by the Constitution

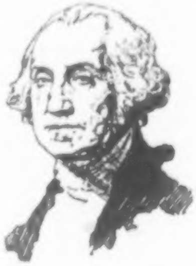
- Federal government and state governments shared power.
- The three branches of the federal government (legislative, executive, and judicial) had separate powers.
- Each branch could check the power of the other two branches (checks and balances).
- The Bill of Rights protected individual rights.
- Federal government was strong but limited in power.

Need to Ratify the Constitution

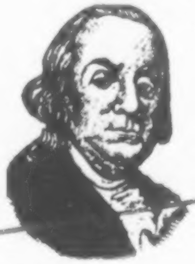
The Constitution provided a procedure for **ratification**, or approval, that called for each state to hold a special convention. As soon as nine of the 13 states' conventions approved the Constitution, the new government would go into effect in those states. In 1787 and 1788, voters in each state elected delegates to the special state conventions. However, before ratification, those who approved, called **Federalists**, and those who opposed, called **Antifederalists**, campaigned for their different views.

Federalists and Antifederalists

Federalists favored a strong national government. They included framers of the Constitution such as *George Washington* and *Benjamin Franklin*. They received support from urban centers (with merchants, skilled workers, and laborers) and small states. Urban centers saw the benefit of national government that could control trade; small states favored it to protect their interests.

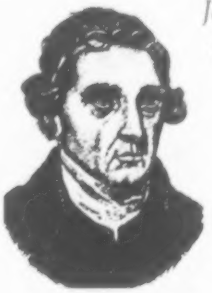


George Washington



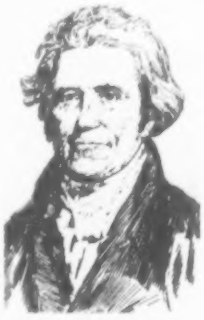
Benjamin Franklin

Leading Antifederalists included revolutionary heroes and political leaders such as *Patrick Henry, Samuel Adams, John Marshall, James Monroe,* and *Richard Henry Lee*. They received support from rural areas and large states. Rural areas worried about a strong government adding to their tax burden. Large states with strong economies felt they had more freedom under the Articles of Confederation (see Appendix D).



Patrick Henry

Both sides waged a war of words in public debate over ratification. Federalists *John Jay, Alexander Hamilton,* and *James Madison* wrote a series of 85 essays called *The Federalists Papers*, defending the Constitution. Richard Henry Lee published *Letters from the Federal Farmer*, an Antifederalist publication, in which Lee listed individual rights that Antifederalists believed should be protected.



John Marshall

Both sides had strong arguments, but most newspapers favored the Federalist cause. Despite the Federalist advantage, the lack of a bill of rights—a formal summary of citizens' rights and freedoms—was a strong Antifederalist argument.

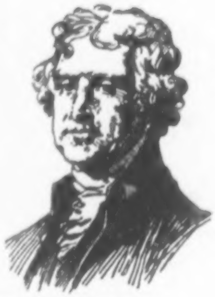
Political Parties Take Shape

By the 1790s, two political parties formed.

Federalists	Democratic-Republican*
1. consisted of the well-to do upper classes: merchants, manufactures, bankers, and large landowners	1. consisted of Southern plantation owners and the common people: farmers, small shopkeepers, city workers, and immigrants
2. strongest in the North, especially in New England	2. strongest in the South and West
3. believed in government by and for the "rich, well-born, and able," distrusted the common people, and feared what Federalists termed the "excesses of democracy"	3. believed in government by capable leaders, emphasized that government should work in the interests of the common people, and strongly advocated democratic principles
4. favored a strong central government and consequently urged a loose interpretation of the Constitution	4. favored states' rights and consequently urged a strict interpretation of the Constitution
5. supported Alexander Hamilton's financial program as beneficial to the economic interests of the party's supporters	5. opposed Alexander Hamilton's financial program as harmful to the economic interests of the party's supporters
6. in foreign affairs, tended to favor Britain, whose government was dominated by the upper class	6. in foreign affairs, tended to favor France, whose people had revolted in 1789 for liberty and equality
7. principle supporters: Alexander Hamilton, John Adams, John Marshall, and George Washington	7. principle supporters: Thomas Jefferson, James Madison, and James Monroe

* Often the name was shortened to 'Republican'. However, it was not the same as today's Republican Party. Instead it grew into today's Democratic Party.

Bill of Rights Leads to Ratification

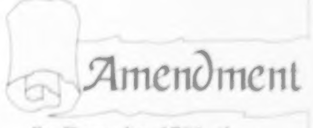

Thomas Jefferson

All state constitutions guaranteed individual rights. Even Democratic-Republican *Thomas Jefferson* viewed the lack of a *bill of rights* a serious drawback to ratification. Finally, the Federalists agreed to people's overwhelming desires and promised to add the Bill of Rights if states would ratify the Constitution.

By June 21, 1788, the required nine states ratified the Constitution—Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, and New Hampshire. Virginia ratified it on June 25, 1788. New York ratified it on July 26, 1788. North Carolina joined in 1789. And although Rhode Island did not accept the Constitution until 1790, the new government became a reality in 1789.

Bill of Rights

By December 1791, three-fourths of the states had ratified 10 amendments. These 10 amendments became part of the Constitution and are known as the *Bill of Rights*. The Bill of Rights protects certain basic rights. James Madison, who wrote the amendments, said that the Bill of Rights are natural rights that belong to all human beings. The Bill of Rights prevents the government from simply taking away these rights. However, the protection of rights and freedoms did not apply to all Americans. Native Americans, African Americans, and women were excluded. Despite these gaps, the flexibility of the United States Constitution made it a model for governments around the world.



By December 1791, three-fourths of the states had ratified 10 amendments.

Basic Principles of the Constitution

There are five basic principles upon which the United States Constitution is based. The principles include a **federal system** (or *federalism*), **separation of powers**, **checks and balances**, **popular sovereignty**, and **limited government** (see chart below).

The United States government is a federal system. A federal system (or *federalism*) is a form of government in which powers are divided or shared between the national government and the state governments. The Constitution set up a strong national government. To keep the government from becoming too powerful, the framers turned to the idea of separation of powers between the three branches of national government: **legislative branch** (Congress), **executive branch** (President), and **judicial branch** (courts). To provide further protection, a system of checks and balances was set up by the Constitution to limit the actions of each branch.

The United States government is also based on the principle of popular sovereignty, meaning that the people of the United States hold the *final* power. The last principle is limited government. Limited government means that the government is *not* all-powerful. The government can *only* do what the people say it can do.

Five Principles of the Constitution

Principle	Definition
Federal System or Federalism	Division of power between the national government and the state governments
Separation of powers	Division of the operations of the national government into three branches, each with its own powers and responsibilities
Checks and balances	Means by which each branch of the national government is able to check, or control, the power of the other two branches
Popular sovereignty	Principle of government in which the people hold the final authority or power
Limited government	Principle that the government is not all-powerful but can do only what the people say it can do

The Constitution of the United States of America

The Constitution includes a **preamble**, seven articles, and 27 amendments.

Contents of the Constitution

Preamble
Purpose of the government.

Article	
1	Legislative branch
2	Executive branch
3	Judicial branch
4	Relations among the States
5	Amending the Constitution
6	National supremacy
7	Ratification

Bill of Rights

Amendment	
1	Freedom of religion, speech, press, assembly, and petition*
2	Right to bear arms*
3	Freedom from housing troops in private homes*
4	Right to fair search and seizure*
5	Right of persons accused of a crime*
6	Right to a fair and speedy trial by jury*
7	Right to sue and jury trial in civil cases*
8	Right to fair bail, fines, and punishment*
9	Rights reserved to the people not listed in the Constitution*
10	Powers reserved to the states

Additional Amendments

Amendment	
11	Right to sue a state*
12	Election procedure for the President and Vice President
13	Freedom from slavery*
14	Rights of citizens*
15	Right of all male U.S. citizens to vote*
16	Income tax
17	Direct election of Senators*
18	Prohibition of alcoholic beverages
19	Women's right to vote*
20	Terms of President, Senators, and Representatives
21	Repeal of Prohibition*
22	Limit on number of President's terms
23	Presidential electors for District of Columbia
24	Abolition of poll tax in elections
25	Presidential succession and disability
26	Voting age lowered from 21 to 18*
27	Congressional compensation changes

* *individual rights guaranteed to citizens of the United States*

Preamble: Purpose of the Constitution

Although technically not a part of the Constitution, the introduction or Preamble to the Constitution tells us the purpose of our government in just one sentence.

> *We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

When we look closely at this very important sentence, we get a clear understanding of what it means.

"We the People of the United States" tells us and the world that the government of our nation belongs to the people and is run by the people.

"…to form a more perfect Union" means that our government under the Constitution will unite the states into a better nation.

"…establish Justice" means that the government will pass **laws** and set up courts to make sure all people are treated fairly.

"…insure domestic Tranquility" means the government will keep the country itself orderly and peaceful.

"…provide for the common defense" means that the government will keep other nations from taking over our country.

"…promote the general Welfare" means that the government will see to it that the citizens of our country enjoy good fortune, health, and happiness as much as possible. The government is supposed to do things that will benefit everyone, not just a few people.

"…secure the Blessings of Liberty to ourselves and our Posterity" means that the government will make sure that we, our children, and all future generations will have freedom.

"…ordain and establish this Constitution for the United States of America" means that we agree that the Constitution of the United States will be the plan of government for our nation.

These words form the Preamble to the Constitution of the United States and make it very clear to everyone that our government has a *purpose* and some goals to reach.

Article I: Legislative Branch

The *legislative branch* or Congress makes the laws. The legislature is divided into two houses (bicameral), the House of Representatives (435 members currently) whose membership is selected based on *proportional representation* of the population, and the Senate (100 members) whose membership is based on *equal representation*, with two senators from each state.

House of Representatives

- qualifications: persons must be at least 25 years old
- term of office: two years without term restrictions
- may bring impeachment charges
- initiates all **bills** concerning money
- because of its size, debate is limited, except in special situations (Committee of the Whole)
- Speaker of the House presides over the proceedings (elected by the representatives)

Senate

- qualifications: persons must be at least 30 years old
- term of office: six years without term restrictions
- the Vice President is the presiding officer, but a President *Pro Tempore* elected from the Senate membership usually presides (the Vice President may vote only in a tie)
- originally, senators were elected by state legislatures, but the 17th Amendment (1913) provided for the direct election of senators by the people

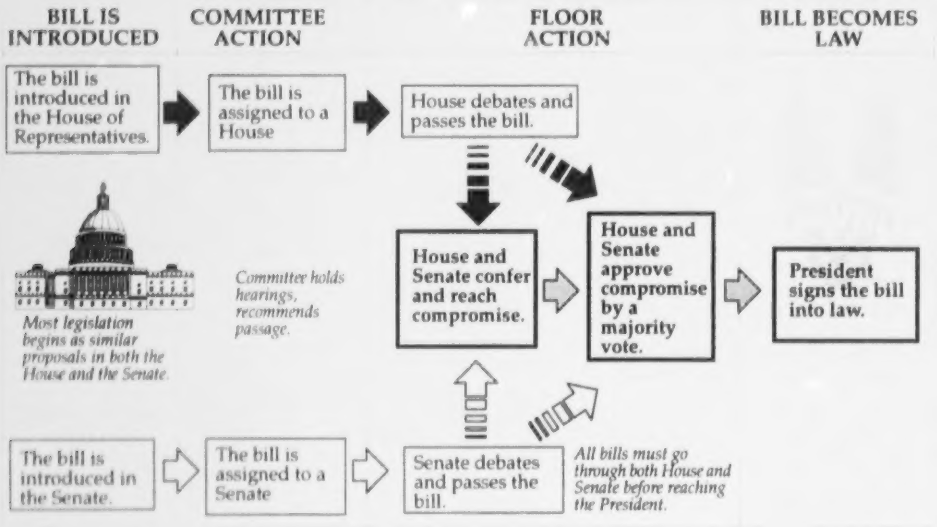
- approves or rejects presidential nominations and treaties
- serves as the court and jury in impeachment proceedings
- debate is unlimited

Each house judges the qualifications of its members.

Lawmaking Process

The main duty of the legislative branch is to make laws. Out of the thousands of *bills* or proposed laws that Congress considers each year, only about five percent become law. The lawmaking process has many steps, as noted below.

How a Bill Becomes a Law


BILL IS INTRODUCED
COMMITTEE ACTION
FLOOR ACTION
BILL BECOMES LAW
The bill is introduced in the House of Representatives.
The bill is assigned to a House
House debates and passes the bill.
Most legislation begins as similar proposals in both the House and the Senate.
Committee holds hearings, recommends passage.
House and Senate confer and reach compromise.
House and Senate approve compromise by a majority vote.
President signs the bill into law.
The bill is introduced in the Senate.
The bill is assigned to a Senate
Senate debates and passes the bill.
All bills must go through both House and Senate before reaching the President.

Delegated Powers

The Constitution divided government authority by giving certain powers to the national and state governments. The national government has certain *specified* powers called **delegated powers**. Other powers called **reserved powers** are *reserved* to the states or to the people. There are also some *shared* powers called **concurrent powers** and some specifically *forbidden* powers called **denied powers** that apply to each level of government.

The Federal System

Powers Delegated to National Government	Powers Shared by National and State Governments	Powers Reserved to States
• Regulate interstate and foreign trade • Set standard weights and measures • Create and maintain armed forces • Admit new states • Coin money • Declare war • Establish postal offices • Establish foreign policy • Create federal courts • Make copyright and patent laws	• **Provide for public welfare** • **Administer criminal justice** • **Charter banks** • **Raise taxes** • **Borrow money**	• Create corporation laws • Regulate trade within state • Establish and maintain schools • Establish local governments • Make laws about marriage and divorce • Conduct elections • Provide for public safety

Article II: Executive Branch

The *executive branch*, or the President, enforces the laws (see Appendix F for a list of Presidents of the United States).

- qualifications: must be at least 35 years old, a native-born citizen, and must have lived in the United States for at least 14 years before taking office

- term of office: four years, originally without term restrictions, but since the 22nd Amendment (1951) the office has been limited to two terms, and no one should serve more than 10 years

Duties and Responsibilities

- Chief of State
- Chief Executive
- Commander-in-Chief
- Chief Diplomat
- Chief Legislator
- Party Chief

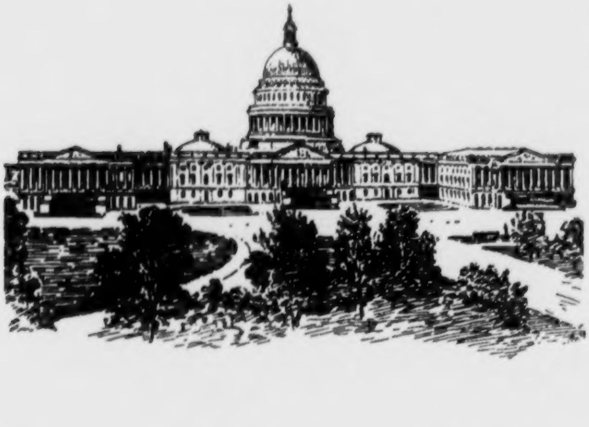
Article III: Judicial Branch

The *judicial branch* or the courts explains, or interprets, the meaning of laws.

- qualifications: none
- term of office: life

The Constitution described the Supreme Court but left the actual construction of the entire judiciary system to Congress. Consequently, the Judiciary Act of 1789 provided for a Supreme Court (a Chief Justice and five Associate Justices); 13 district courts; and three circuit courts, each made up of two Supreme Court Justices and a District Judge. It also provided for an Attorney General—the nation's top lawyer.

Jurisdiction: The Supreme Court has jurisdiction or power over the federal courts and cases on appeal or review from lower courts.



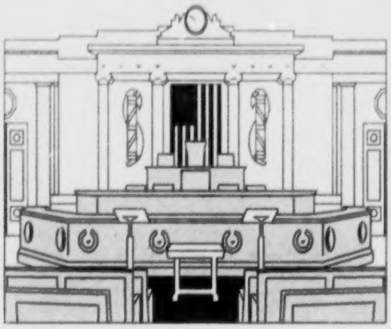
The Capitol is a federal government building in Washington, D.C., which houses the United States Congress. The Capitol was designed by William Thornton in 1792, and work was begun the next year when President George Washington laid the cornerstone. The Capitol was built on a little more than three acres of high ground known as Capitol Hill in Washington's center.

Separation of Powers: Checks and Balances

The first three articles of the Constitution separated the government into three branches. This *separation of powers* was intentional. The framers of the Constitution wanted to assign different duties and responsibilities to make sure that no one person or group had too much power. As a further precaution, a method of *checks and balances* was also established.

While each branch of government has its own duties to perform, it is also given the responsibility of watching the other two branches. In this way, one branch may check, or limit, the power of another branch. Some examples of checks and balances are listed below.

- If Congress passes a law that the President does not agree with, the President may **veto** or refuse to sign the bill. However, Congress may override the veto, with the exception of a *pocket veto* by which the President may kill a bill during the last 10 days Congress is in session by refusing to act on it.
- The President appoints federal judges. However, all appointments must be approved by the Senate.
- The Supreme Court examines laws passed by the Congress. However, if the Supreme Court decides that a law goes against the Constitution, the law must be thrown out. The power to declare a law unconstitutional is known as **judicial review**.



The House of Representatives is one of the two chambers of the United States Congress—the legislative branch of the federal government. The House consists of elected members apportioned from each state according to population.

Further examples of the separation of powers and checks and balances are in the following graphic.

Branch	Separation of Powers	Minimum Age and Term Length	Residency	Citizenship
Executive Branch **(President)**	**Carries out laws** • Proposes laws* • Can veto laws* • Can call special sessions of Congress** • Appoints federal judges,* ambassadors, and other high officials** • Negotiates foreign treaties** • Can grant pardons to federal offenders* • Serves as Commander-in-Chief of the armed forces	35 minimum age 4 year term	14 years in the United States	natural-born
 Legislative Branch **(Congress)**	**Passes laws** • Can override President's veto*** • Approves treaties*** and presidential appointments* • Can impeach and remove President*** and other high officials* • Can propose amendments to overrule judicial decisions* • Approves appointments of federal judges* • Creates lower federal courts* • Prints and coins money • Appropriates money*** • Raises and supports the armed forces • Regulates foreign and interstate trade • Can declare war	Representative 25 minimum age 2 year term	state in which elected	7 years
		Senator 30 minimum age 6 year term	state in which elected	9 years
 Judicial Branch **(Supreme Court)**	**Interprets laws** • Can declare laws unconstitutional*** • Can declare executive actions unconstitutional***	no minimum age life term	none	none

* Checks on the Judicial Branch
** Checks on the Legislative Branch
*** Checks on the Executive Branch

Article IV: Interstate Relations

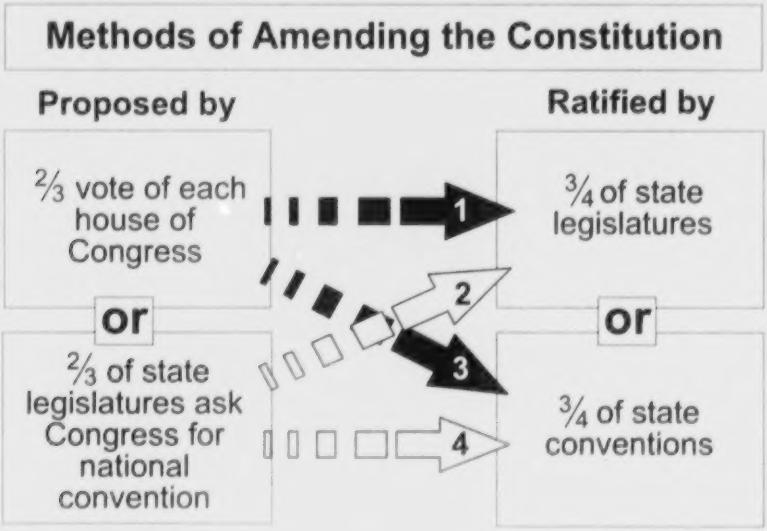
- guarantees that court decisions and other legal actions (e.g., marriage, divorce, incorporations) that are valid in one state are valid in another
- extradition of criminals (and originally runaway slaves) and the exchange of citizenship benefits (between state and nation) are guaranteed
- provides for the admission of new states and guarantees federal protections against invasion and violence for each state
- states admitted maintain the same status as the original 13
- all states are guaranteed and required to have a republican form of government

Article V: Amendment Process

No document is perfect. When the Constitution was written, it included ways that it could be amended, or changed, to meet changing needs. It is not easy, however, to change the Constitution.

- amendments are proposed by two-thirds vote of each house of Congress or by a special convention called by Congress (a Constitutional Convention), upon the request of two-thirds of the state legislatures
- amendments are *ratified* or approved by three-fourths of the state legislatures or state conventions

Below is a chart which shows the two methods for proposing and the two methods for ratifying amendments. The arrows show that either proposal method can be used with either ratification method to amend the Constitution, making a total of four amendment methods.


Methods of Amending the Constitution
Proposed by
Ratified by
2/3 vote of each house of Congress
or
2/3 of state legislatures ask Congress for national convention
3/4 of state legislatures
or
3/4 of state conventions
1
2
3
4

Article VI: Supremacy Clause

- establishes the hierarchy of laws in the United States
- the Constitution is the "supreme law of the land" and supersedes treaties
- treaties supercede federal laws
- federal laws supercede state constitutions, state laws, and local laws respectively
- all federal and state officials, including judges, must take an oath to support and defend the Constitution

Article VII: Ratification

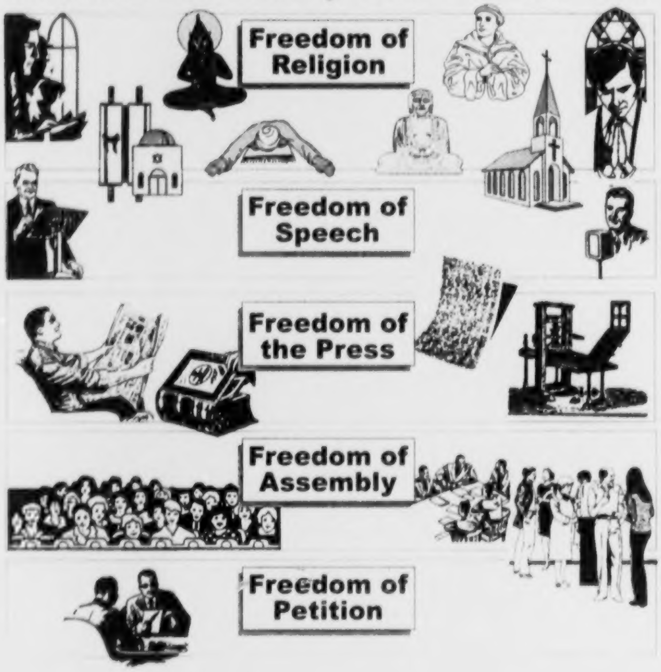
In order for the Constitution to take effect, nine of the original 13 states were required to ratify (approve) the document.

Amendments to the Constitution

The Amendments to the Constitution guarantee certain individual rights and alter or abolish original dictates of the Constitution. The first 10 amendments are collectively known as the *Bill of Rights* (see Appendix E), and were passed in 1791.

1st guarantees personal freedoms of religion, speech, press, assembly, and petition

Freedoms Protected by the First Amendment


Freedom of Religion
Freedom of Speech
Freedom of the Press
Freedom of Assembly
Freedom of Petition

2nd guarantees the right to bear arms in a militia (does not guarantee the right to own a weapon for merely personal reasons)

3rd limits the government's right to use private homes to house soldiers

4th protects against unreasonable searches and seizures

5th protects rights of the accused

6th protects right to a speedy trial by jury

7th guarantees the right to a jury trial in lawsuits exceeding $20

8th protects against unreasonably high fines and bail and forbids cruel and unusual punishment

9th allows for certain rights to be reserved to the people

10th allows for certain rights to be reserved to the states

After the Constitution was ratified, the nation began to grow and prosper. Despite this new prosperity, problems existed, leading America toward international conflict.

Beginnings of the War of 1812

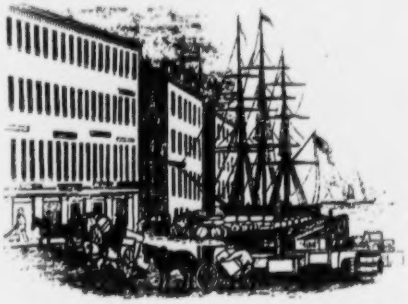
In the early 1800s, United States ships were facing a major problem at sea. As Britain and France went to war in 1803, American ships were being attacked by Britain as they headed to and from France. Hundreds of American ships were **seized** by Britain and France.

Britain did not seize American ships and cargo only. They also forced American sailors into the British navy. This practice was called **impressment**. Being at war with France, Britain needed all the sailors it could get.

Impressment angered many Americans. Many citizens called on the United States government to declare war on Britain. Instead of declaring war immediately, the United States government passed two acts in an attempt to end the war between Britain and France, and avoid war itself.

In 1807 the United States government passed the *Embargo Act*. An **embargo** is a **ban** on trade with other countries. The Embargo Act made it illegal for Americans to import and export any goods to Britain.

The American government hoped the embargo would force Britain and France into peace, due to a lack of supplies. However, the Embargo Act hurt American farmers and businessmen more than it did Britain and France because trade with all nations had been stopped. The Embargo Act did not bring peace in the war between Britain and France.



Because the Embargo Act failed, the United States government replaced it with a second act called the *Nonintercourse Act*. The Nonintercourse Act allowed Americans to trade with any country except Britain and France. It also stated that if Britain and France stopped seizing American ships, the United States would lift the ban on trade with them.

Over the next few years, tension arose between the United States and Britain. Finally, on June 18, 1812, President James Madison asked Congress to declare war. His request was approved.

Causes of the War of 1812

- Great Britain and France were seizing United States ships, which interfered with American trade.
- The United States made a deal with France: if the United States stopped trading with Britain, then France would stop taking United States ships.
- The United States thought the British were arming Native Americans to attack settlers in the Northwest Territory. (The Northwest Territory was north of the Ohio River between organized states and the Mississippi River.)
- The United States felt that Britain was still trying to interfere with its former colonies.
- The United States wanted to capture neighboring lands by taking Canada from Britain and Florida from Spain.

Major Events and Results of the War of 1812

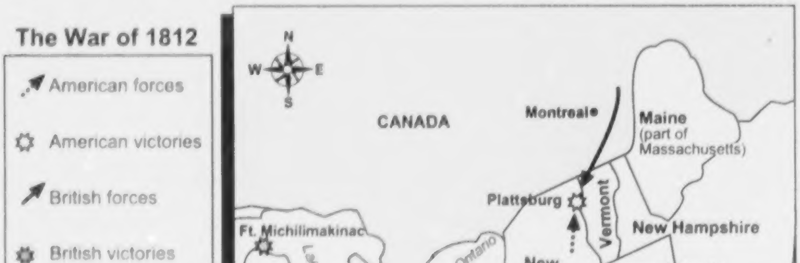
America was not ready for war in 1812. The American army and navy were both small and inexperienced. Britain had a large and powerful navy, well trained and experienced. The British used a naval **blockade** to prevent the United States from trading with other counties. They hoped to cut America off from the rest of the world and then defeat it.

This was only partly successful because Britain was still at war with France and could not give all its attention to the war with the United States. It appeared as if America might have an early advantage in the war.

In 1812, many **War Hawks** (representatives from the South and the West who wanted war with Britain) encouraged America to invade Canada. Americans believed that the people of Canada wanted their freedom from Britain. They were wrong. The people of Canada supported the British, and America was unsuccessful in its invasion of Canada.

In 1814 Britain defeated France and now turned its full attention to the United States. Britain planned a major invasion of America, which included attacking by way of Canada from the North and New Orleans from the South. Britain also planned to attack the major cities on America's East Coast.

In August 1814, British ships sailed into Chesapeake Bay and from there launched an invasion of Washington, D.C. The British captured the city, setting many public buildings on fire, including the President's mansion, more popularly known as the *White House*.


The War of 1812
American forces
American victories
British forces
British victories
ships
N
W
E
S
CANADA
Montreal
Maine (part of Massachusetts)
Plattsburg
Vermont
New Hampshire
Ft. Michilimakinac
Lake Huron
Lake Ontario
New York
Massachusetts
Rhode Island
Connecticut
Chippewa
Michigan Territory
The Thames
Detroit
Lake Erie
Erie
Frenchtown
Pennsylvania
Baltimore
New Jersey
Lake Erie
Maryland
Delaware
BRITISH BLOCKADE
Ohio
Washington, D.C.
Virginia
Chesapeake Bay
Huntsville
Mississippi Territory
Horseshoe Bend
Louisiana
Pensacola
New Orleans

The War of 1812 was fought on several fronts. The map above shows battles fought in the northeastern part of the United States and Canada. The map to the left shows battles fought in the southeastern United States.

After witnessing the night bombardment of Fort McHenry by the British in September 1814, *Francis Scott Key*, an American lawyer, wrote the words to the *Star-Spangled Banner*. The song became the national anthem of the United States by act of Congress in 1931.

Late in 1814, the British decided to attack New Orleans. However, on Christmas Eve, before the attack, General *Andrew Jackson's* troops surprised the British outside New Orleans and forced them to retreat. Two weeks later, the British launched an all-out attack on New Orleans. The Battle of New Orleans was a complete success for General Jackson and the United States. Americans would only find out later that the fighting might have been avoided. The Battle of New Orleans took place two weeks after the United States and Britain had signed a peace treaty in Europe, but communications were slow then, and American and British troops in New Orleans did not know this.

In Ghent, Belgium, peace talks began in late 1814 in an attempt to end the war. On December 24, 1814 the **Treaty of Ghent** was signed, ending the War of 1812. Both sides agreed to stop fighting and return to life as it had been before the war. The treaty did not mention anything about impressment; however, Britain and France were no longer at war, and the British had no need for more sailors. Thus, the practice of impressment ended.

Events of the War of 1812

- The United States attempted to invade Canada several times but failed.
- When the British tried to invade the United States from Canada, they were stopped by Captain *Oliver Perry* on Lake Erie and Captain *Thomas Macdonough* on Lake Champlain. Perry told of his victory with his famous line, "We have met the enemy, and they are ours."
- Early victories by the ships *U.S.S. Constitution* and *U.S.S. United States* became famous throughout the country. However, the British eventually won back control of the seas.
- Washington, D.C. was captured and burned by the British, who then bombed Fort McHenry in Baltimore, Maryland.
- The British tried to capture New Orleans in January 1815, not knowing that a peace treaty had been signed in Paris in December 1814. The invasion was defeated by Andrew Jackson.

Results of the War of 1812

- The boundaries of the United States were recognized by the British, who also agreed to stay out of the Northwest Territory.
- The victories at sea and at New Orleans helped the United States gain national pride.
- The United States proved its military strength.
- When trade stopped with Britain, American industry had to make more products at home, leading to economic independence.
- The Federalist Party of John Adams and Alexander Hamilton had opposed the war. After the war, the Federalist Party disappeared.

Summary

In 1787, delegates for 12 states met at the Constitutional Convention in Philadelphia and drew up a new Constitution. The Constitution set up a system of sharing powers between state governments and the federal government. Within the federal government, separation of powers and a system of checks and balances limit the powers of each branch of governments. The Constitution was ratified by the states in 1789. Soon after, in 1791, the Bill of Rights was added.

After a period of adjusting to the Constitution and the Bill of Rights, the United States declared war on Britain in 1812. The two countries could not settle their differences peaceably and chose war instead.

In 1814 the Treaty of Ghent was signed, formally ending the War of 1812. The treaty brought to a close the first 25 years of the United States under the Constitution. The United States had made many remarkable achievements during these years. The most remarkable and difficult achievements were the bringing together of different regions to form a single nation and the beginning of national identity. The War of 1812 confirmed American independence and strengthened pride in the country.

Practice

Match the phrase from the **Preamble of the Constitution** *with the correct* **explanation**. *Write the letter on the line provided.*

______ 1. “...to form a more perfect Union”

______ 2. "We the People of the United States"

______ 3. “...provide for the common defense”

______ 4. “...establish Justice”

______ 5. “...insure domestic Tranquility”

______ 6. “...promote the general Welfare”

______ 7. “...secure the Blessings of Liberty to ourselves and our Posterity”

A. the government of our nation belongs to the people and is run by the people

B. to keep peace within our nation

C. to unite the states into a better place

D. to keep other nations from taking over our country

E. to make sure our children and future generations will have freedom

F. to pass laws and set up courts to see that people are treated fairly

G. to see that citizens enjoy as much good fortune, health, and happiness as possible

Practice

Write each phrase of the **Preamble of the Constitution** *in your own words on the lines provided.*

1. *We the People of the United States:* ____________________

   ____

2. *…in Order to form a more perfect Union:* ____________________

   ____

   ____

3. *…establish Justice, insure domestic Tranquility:* ____________________

   ____

4. *…provide for the common defense:* ____________________

   ____

   ____

5. *…promote the general Welfare:* ____________________

   ____

6. *…and secure the Blessings of Liberty to ourselves and our Posterity:*

   ____

   ____

7. *…do ordain and establish this Constitution for the United States of America:*

   ____

   ____

Practice

Answer the following using complete sentences.

1. Do you think electing members of the House of Representatives every two years is a good idea? Why or why not? ______________

    ____

    ____

    ____

    ____

    ____

    ____

    ____

2. The term of a senator is six years. Do you think it is important today for the Senate to have more stability than the House of Representatives? Why or why not? ______________________

    ____

    ____

    ____

    ____

    ____

    ____

    ____

3. Do you think the President's term of office should be limited to no more than 10 years? Why or why not? ____________________

Practice

Use the list below to write the correct term for each definition on the line provided.

government
Antifederalists
Bill of Rights
Constitution
democracy
Federalists
amendment
ratification

____________________ 1. a group who opposed Constitution during the ratification debate in 1787

____________________ 2. the political organization through which public policy is made and enforced

____________________ 3. the second constitution or written plan of government for the United States that explains the powers and duties of the government

____________________ 4. system of government in which power comes from the people

____________________ 5. change made to the Constitution

____________________ 6. a group who supported the Constitution during the ratification debate in 1787; favored a strong national government

____________________ 7. official approval by the states of the Constitution or an amendment

____________________ 8. the first 10 amendments to the Constitution

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. type of government in which people choose their leaders through regular elections

_____ 2. written rules of behavior that can be enforced by a government

_____ 3. government that can do only what the people say it can do

_____ 4. rule by the people

_____ 5. the beginning of the Constitution

_____ 6. suggestion for a new law

_____ 7. the body of government that makes laws

_____ 8. a form of government that divides power between a central national authority and state levels; also called *federalism*

A. bill

B. federal system

C. laws

D. legislative branch

E. limited government

F. popular sovereignty

G. Preamble

H. republic

Practice

Answer the following using complete sentences.

1. List the five basic principles of the Constitution. ______________

2. List two powers delegated to the national government. __________

3. List two powers reserved to the states. ______________________

4. Describe the major function of each of the three branches of the federal government. ____________________

5. How does the system of checks and balances limit the powers of government? ____________________

Give an example. ____________________

6. How can the Constitution be amended? ____________________

____

____

____

____

____

7. What rights do the first 10 amendments protect? ____________

____

____

____

____

____

8. Do you think that Supreme Court judges should be appointed for life? Why or why not? ____________________

____

____

____

____

____

____

____

9. Why do you think it should take more votes to ratify an amendment than to propose one? ____________________

10. Describe three rights protected in the Bill of Rights and why you think they are important. ____________________

Practice

Use the list below to complete the following statements.

10
27
amendments
Constitution
democracy
government
laws
Preamble
republic

1. The opening statement of the Constitution is called the

   ______________________ .

2. A ______________________ is a system of government in which power comes from the people.

3. Changes to the Constitution are called ______________________ .

4. The Bill of Rights consists of the first ______________________ amendments to the Constitution.

5. Written rules of behavior are called ______________________ .

6. The ______________________ makes and enforces public policy.

7. The type of government in which people choose their leaders through regular elections is a ______________________ .

8. The ______________________ is a plan of government.

9. The total number of amendments to the Constitution (including the Bill of Rights) is ______________________ .

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. powers given to state governments

_____ 2. powers given to the national government by the Constitution

_____ 3. powers that the federal system or Constitution expressly forbids either the national or state governments

_____ 4. to vote against something; to refuse to approve

_____ 5. the power of each of the three branches of government to check or limit the actions of the other branches

_____ 6. the body of government that carries out laws

_____ 7. the power of the courts to declare laws unconstitutional

_____ 8. the body of government (the courts) that interprets laws

_____ 9. powers shared by the national and state governments

_____ 10. division of government so that no one branch becomes too powerful; a system of checks and balances

A. checks and balances

B. concurrent powers

C. delegated powers

D. denied powers

E. executive branch

F. judicial branch

G. judicial review

H. reserved powers

I. separation of powers

J. veto

Practice

Answer the following using complete sentences.

1. Why did the British practice *impressment* in the 1800s? ____________

2. Describe the two acts the United States government passed in an attempt to end the war between Britain and France. ____________

3. As tension arose between the United States and Britain, who asked Congress to declare war on June 18, 1812?

4. Why did the British use a naval blockade against the United States in 1812?

5. How might the Battle of New Orleans been avoided?

6. Why did the practice of impressment end? ____________________

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. the forcible seizure of men for military service

______ 2. an enforced halt on trade imposed by one government on another government

______ 3. to take control of

______ 4. the act of using warships to surround an enemy's harbor and prevent persons or supplies from entering or leaving

______ 5. members of Congress who wanted war with Britain in 1812

______ 6. peace treaty in 1814 between the United States and Britain that ended the War of 1812

______ 7. to be successful; to achieve economic well being

______ 8. to prohibit or stop

______ 9. not taking sides in a quarrel or war

A. ban

B. blockade

C. embargo

D. impressment

E. neutral

F. prosper

G. seize

H. Treaty of Ghent

I. War Hawks

Unit 4: The Civil War and the Reconstruction Era (1820-1877)

This unit emphasizes the significant political, military, and economic events that took place before, during, and after the Civil War and Reconstruction.

Unit Focus

- economic, political, and social differences in states and territories
- major legislation before the Civil War
- causes and effects of the Civil War
- major battles of the Civil War
- political, economic, technological, and social consequences of the Civil War
- major Reconstruction legislation

Vocabulary

Study the vocabulary words and definitions below.

13th Amendment	constitutional amendment in 1865 that banned slavery in the United States
14th Amendment	constitutional amendment in 1868 that granted citizenship to all persons born or naturalized in the United States, including former slaves
15th Amendment	constitutional amendment in 1870 that guaranteed African American males over the age of 21 the right to vote in all states
abolitionist	person who wanted slavery stopped immediately throughout the United States
Black Codes	series of laws that limited the rights of African-American freedoms; passed by new Southern legislatures after the Civil War
Bleeding Kansas	a name applied to the Kansas Territory in the years before the Civil War when the territory was a battleground between proslavery and antislavery forces
cash crop	a crop grown by a farmer for sale, not personal use
civil war	war between people of the same country

Compromise of 1850	series of measures to settle major disagreements between free states and slave states
Confederacy	the alliance formed in 1861 by 11 Southern states after their secession from the Union: South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Tennessee, North Carolina, and Virginia; also known as the Confederate States of America, or the South
Emancipation Proclamation	declaration issued on January 1, 1863 by President Lincoln in 1862 that freed slaves in the Confederacy
forum	a meeting to discuss issues or questions of public interest
Freedmen's Bureau	government agency that helped freed slaves
Fugitive Slave Law of 1850	law that required citizens to turn in runaway slaves; part of the Compromise of 1850
Gettysburg Address	a famous speech given by President Lincoln in 1863 at the dedication of a national cemetery on the site of the Battle of Gettysburg
interposition	doctrine that an individual state may oppose any federal action that it believes is unconstitutional

Kansas-Nebraska Act (1854)	a law that established the territories of Kansas and Nebraska and gave residents the right to decide whether to allow slavery
Louisiana Purchase	purchase in 1803 of France's mainland American territories, extending from the Mississippi River to the Rocky Mountains, for $15 million
Missouri Compromise	series of laws proposed by Henry Clay in 1820 to maintain the balance of power between slave states and free states
nullification	declaring a federal law illegal
Nullification Crisis	tense situation created by South Carolina when it declared the tariffs of 1828 (or Tariff of Abominations) and 1832 illegal
omnibus	covering many things at once
popular sovereignty	rule by the people
Reconstruction	the period of rebuilding that followed the Civil War, during which the defeated Confederate states were readmitted into the Union
secession	the formal withdrawal of a state from the Union

Slave Codes	series of laws that controlled the behavior of slaves and denied slaves basic rights; passed by colonists
tariff	tax or duty that a government charges on imports or goods coming into a country
Tariff of Abominations	John C. Calhoun's name for the Tariff of 1828
Underground Railroad	system of routes along which runaway slaves were helped to escape to Canada or to safe areas in free states
Union	the separate states gathered together as the United States; the 24 states that remained in the United States after the Southern states seceded; also known as the North

Who's Who in The Civil War and the Reconstruction Era

- Henry Ward Beecher
- Preston Brooks
- John Brown
- John C. Calhoun
- Henry Clay
- Stephen A. Douglas
- Ulysses S. Grant
- Andrew Jackson
- Thomas J. "Stonewall" Jackson
- Thomas Jefferson
- Andrew Johnson
- Robert E. Lee
- Abraham Lincoln
- George B. McClellan
- Dred Scott
- William T. Sherman
- Harriet Beecher Stowe
- Charles Sumner
- James Talmadge
- Harriet Tubman
- Eli Whitney

Introduction

From the earliest days of settlement, variations in land led to different economies. The early colonial period saw the rise of three major regions: the New England Colonies, the Middle Colonies, and the Southern Colonies. These three regions located on the eastern seaboard of North America seldom traded with one another. Instead England was their major trade partner.

Re-emergence of Regions

The 1800s saw the re-emergence of the regions, as the country, now free and stabilized by the Constitution, began to develop a new economy. The growth of the nation led to larger regions that started to trade with one another. The Northeast, which incorporated the New England states and most of the former Middle Colonies, used Southern cotton to make cloth and develop a textile industry. The South flourished with its **cash crop** mentality, especially with its increase in cotton production after *Eli Whitney* invented the cotton gin. New to the scene was the western region composed of states west of the Appalachian Mountains and east of the Mississippi River. This frontier area was made up of many family-sized farms producing a variety of crops, especially grains.

Eli Whitney

In its first half-century the United States grew stronger, and its population and area grew as well. In 1776 there were approximately 3.5 million people living along the eastern seaboard. By 1820 more than 10 million lived in a United States that by then stretched to the Mississippi River and just west of the river, in Louisiana and Missouri.

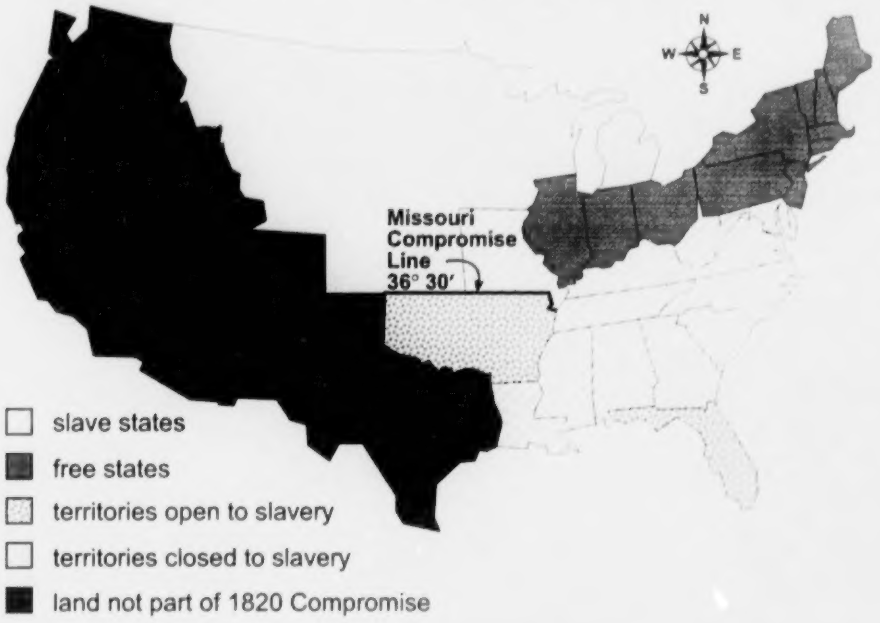
Thomas Jefferson

While the population of the United States more than tripled, its area increased dramatically also. After the Revolutionary War, the lands east of the Mississippi River, north of Florida, and south of Canada were granted to the United States. When *Thomas Jefferson* made the **Louisiana Purchase** in 1803, the area of the nation was nearly doubled. This growth in area and population helped to increase the influence and power of the western region. In 1819 Florida was added.

Missouri Compromise of 1820

In 1819 Missouri asked to be admitted to the **Union**. Northerners objected because the Missouri constitution established it as a state allowing slavery. Of the 22 states in 1819, 11 were free and 11 allowed slavery. This balance between slave states and free states was clearest in the Senate because there were 22 Senators from slave states and 22 Senators from free states. If Missouri was admitted as a slave state, this balance would be broken, giving the proslavery South an advantage in the Senate. Northern Senators feared a proslavery majority would not be good, and Missouri was denied admission. Quickly each side prepared for action, with much angry debate from both sides. Finally, a Congressman from Kentucky, *Henry Clay*, proposed a law to resolve the conflict. Known as the **Missouri Compromise**, or *Compromise of 1820*, Clay's proposal allowed the admission of Missouri as a slave state and Maine, previously part of Massachusetts, as a free state. This allowed the Senate to maintain the balance between free and slave states with each side represented by 12 states. With an eye to other potential territorial disputes, the Compromise drew a line at the southern boundary of Missouri across the remaining land in the Louisiana Purchase. The line followed 36°30′ north latitude. With the exception of Missouri, all new states in the Louisiana Purchase north of the line would be free. Any state south of the line could have slaves if the citizens chose.

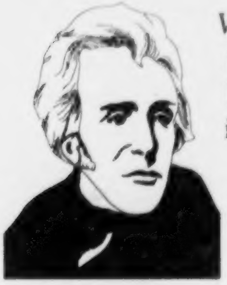
The Missouri Compromise, 1820


N
W
E
S
Missouri Compromise Line 36° 30′
☐ slave states
■ free states
▨ territories open to slavery
☐ territories closed to slavery
■ land not part of 1820 Compromise

Before Clay's compromise, heated debates raged; issues of power and the right to choose a way of life were challenged. One member of Congress to question slavery was *James Talmadge*, a representative from New York. Talmadge supported the banning of slavery in Missouri. The approval of Clay's compromise led Talmadge to hint at the future when he said, "If a dissolution of the Union must take place, let it be so."

With the resolution of the crisis, former President Thomas Jefferson, a Virginian, wrote about the Missouri dispute. He said that the resulting compromise was "like a fire bell in the night, awakened to fill me with terror." Jefferson, like Talmadge, saw that the Missouri issue was not the end of the dispute but only the warning of worse things to come.

Nullification Crisis

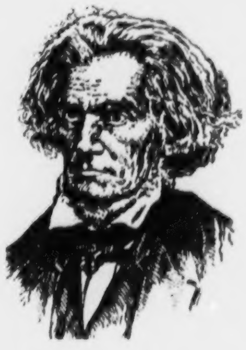


Andrew Jackson

While Missouri finally was admitted as a state in 1821, a new crisis between North and South once again filled the halls of Congress. *Andrew Jackson* was elected President in 1828 and brought to the office his belief in a strong national government with the President as commander-in-chief of the military, as well as the nation. Jackson's strong view of the role of the President helped to aggravate the **Nullification Crisis** of the late 1820s and early 1830s.

The Nullification Crisis started with the passage of the *Tariff of 1828*. This **tariff**, a tax on imports, was an excessively high tax called a *protective tariff*. This tariff was placed on goods that *competed* with American products. Southern states viewed the tariff as a threat to their economy and their way of life since they imported most goods from Europe while European nations purchased Southern cotton. Northern industries whose business was protected by the tariff viewed it as an effective piece of legislation.

Jackson's Vice President, *John C. Calhoun*, was the main spokesman for the Southern states. He called the tariff a **Tariff of Abominations**, a "disgusting and loathsome" tariff, in his *South Carolina Exposition*. This was originally published anonymously because of the author's high position in government. In this document, Calhoun presented two ideas defending the Southern viewpoint and providing the rationale for **secession**, or separation from the nation, in the future.



John C. Calhoun

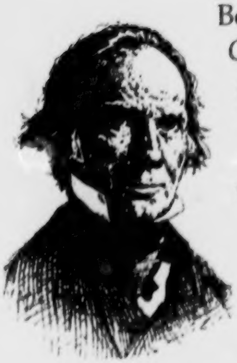
Calhoun's first point was **interposition**, which meant the state could *interpose*, or place itself between the national government and the state's citizens to offer protection. States needed to use interposition when their citizens were being taken advantage of, as with the Tariff of Abominations. Besides shielding or protecting their citizens, states could also use **nullification**, which allowed them to make any law *null and void*. In other words, a state could declare a national law nonexistent for its citizens. The twin ideas of *interposition* and *nullification* were stepping stones to a more severe option—that of *secession*. The ideas presented in Calhoun's *South Carolina Exposition* are referred to as states's rights, the authority of the individual states over the national government (an idea that contradicts the Constitution).

A verbal battle concerning the tariff continued in Congress. Ultimately, this fight was over authority or legal power and who had it. In other words, the debate asked who was supreme in governing the people—the national government or state governments?

In hopes of calming Southerners, Congress passed a new tariff in 1832 that reduced the tax authorized by the Tariff of Abominations. Despite the reduced tariff, South Carolina voted for nullification. In doing so, South Carolina declared the Tariffs of 1828 and 1832 as null and void in South Carolina. Consequently, the state would not collect the tax on imports after January 1, 1833. Calhoun did not want to destroy the nation, and saw nullification as a possible way to prevent South Carolina from *seceding* from, or quitting, the Union.

Olive Branch and the Sword

President Jackson believed in a strong national government and a strong presidency. He saw South Carolina's nullification as a threat to the nation, so he took steps for quick national action. Jackson requested a *Force Bill* that allowed the use of federal troops to guarantee the collection of the import tax in South Carolina.



Henry Clay

Before the Force Bill was signed, Henry Clay, the *Great Compromiser* and the author of the Missouri Compromise, set to work once again. Clay drafted the *Compromise Tariff of 1833*, a new tariff that further reduced the tariff of 1832. He set out a plan to annually reduce the tariff until the tax reached the rates prior to the passage of the Tariff of 1828. Viewed as a package, the Compromise of 1833 combined the Force Bill and the Tariff of 1833. The compromise was referred to as the *olive branch and the sword*. The compromise tariff was an offering of peace—an olive branch—while the Force Bill provided a sword if South Carolina would not yield to the national will.

The threat of federal troops marching on South Carolina frightened both sides. Many were confused at how quickly both sides had reached such extreme views. In light of the Compromise of 1833, South Carolina withdrew its nullification order. Both sides were glad that no blood was shed, but unfortunately, this was not the end of the battle over authority.

Mexican War

After the Nullification Crisis created by the Tariff of Abominations, tension between the North and South continued. However, the tension continued at a lessened degree because of distractions created by growth and expansion. The Mexican War, a conflict between the United States and Mexico over the southern boundary of Texas, lasted from 1846 to 1848. This war drew the attention of the whole nation, and especially the South, which was looking for future territory to support slavery. With the defeat of Mexico in 1848, the *Treaty of Guadalupe Hidalgo* gave the United States the *Mexican Cession*, a massive area which included present-day Texas, California, Nevada, New Mexico, Utah, most of Arizona, and parts of Colorado and Wyoming.

Different Economies

By the 1840s, the North and South developed two different economies.

Different Economies in the North and South—Causes and Effects

Causes

- Northern industry benefits from machines and railroads
- Southern cotton production benefits from the cotton gin and the "Cotton Kingdom"
- Rising demand for factory workers in the North
- Rising demand for slaves and land in the South

Different Economies in the North and South

Effects

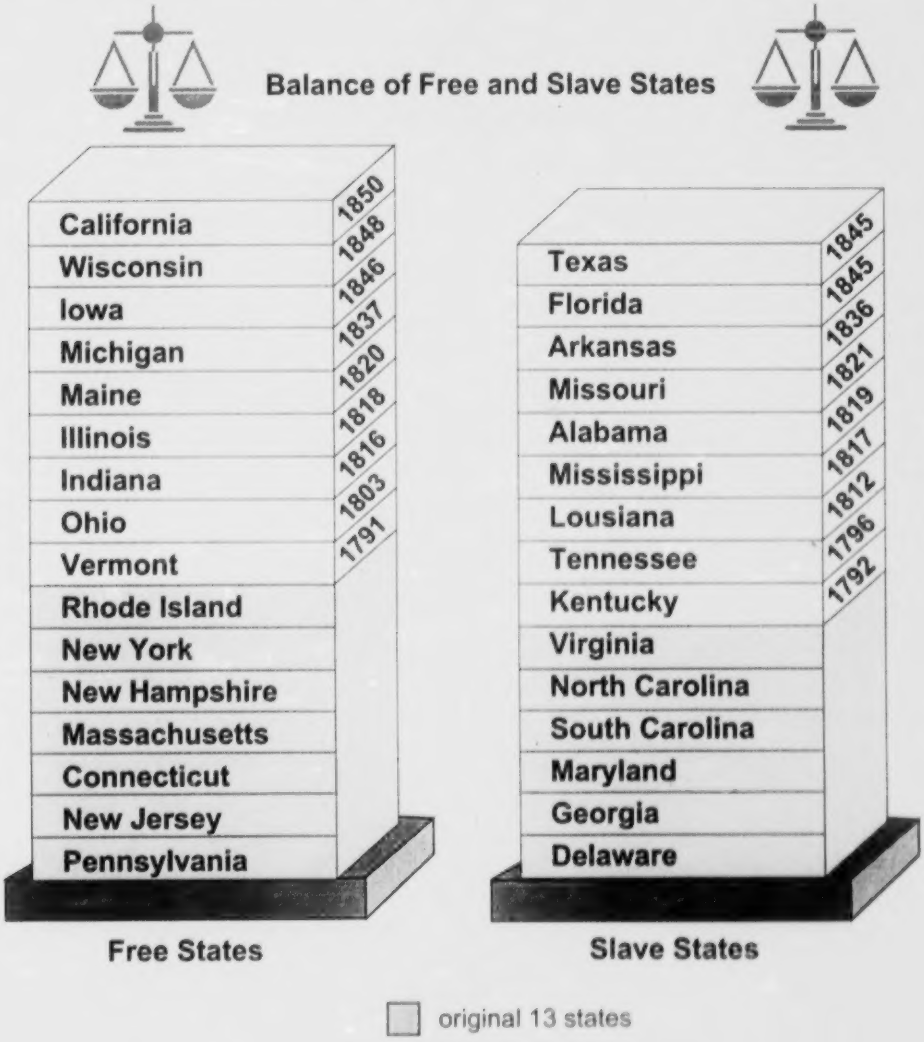
- North depends on cotton from South
- South depends on factory-made products from North
- Trades unions formed by Northern workers
- Slave codes passed in the South
- Northerners and Southerners develop different lifestyles

Compromise of 1850

The *acquisition* of or getting the new lands reopened the debate between free states versus slave states. After gold was found in California shortly after the treaty, thousands traveled to the gold fields, thus quickly giving California enough people to seek statehood. When California requested admission to the union in 1849, its constitution denied slavery, and it looked as if New Mexico would soon follow. Congress refused California's admission, in part because many Southerners saw California as a potential slave state since most of it was south of the Missouri Compromise line of 36°30′ north latitude. The South forgot all previous compromises and quickly moved to talk of *secession* or withdrawal from the union.

Henry Clay tried once more to work his compromise magic by creating one bill that included many parts that could be passed as separate bills. The major issues in Clay's **Compromise of 1850** included the admission of California as a free state and Texas as a slave state, while the remaining lands of the Mexican Cession would follow the concept of **popular sovereignty**. Popular sovereignty would allow the citizens of the territory the right to chose whether they would become free or slave states.

To appeal directly to the antislavery forces, Clay proposed that the slave trade in Washington, D.C. be banned. Many felt that the capital city of a nation that promoted democracy should not have humans sold on the sidewalk for all to see. Although the slave trade would eventually end, nothing was said about abolishing slavery altogether. For those who supported slavery, Clay recommended a stronger **Fugitive Slave Law of 1850**. Southerners jumped at the chance to have federal assistance in returning runaway slaves. Clay tried to provide something for all sides but warned if the differences were not worked out, that the South would leave the Union, and civil war would follow.



Balance of Free and Slave States

Free States

California	1850
Wisconsin	1848
Iowa	1846
Michigan	1837
Maine	1820
Illinois	1818
Indiana	1816
Ohio	1803
Vermont	1791
Rhode Island	
New York	
New Hampshire	
Massachusetts	
Connecticut	
New Jersey	
Pennsylvania	

Slave States

Texas	1845
Florida	1845
Arkansas	1836
Missouri	1821
Alabama	1819
Mississippi	1817
Lousiana	1812
Tennessee	1796
Kentucky	1792
Virginia	
North Carolina	
South Carolina	
Maryland	
Georgia	
Delaware	

☐ original 13 states

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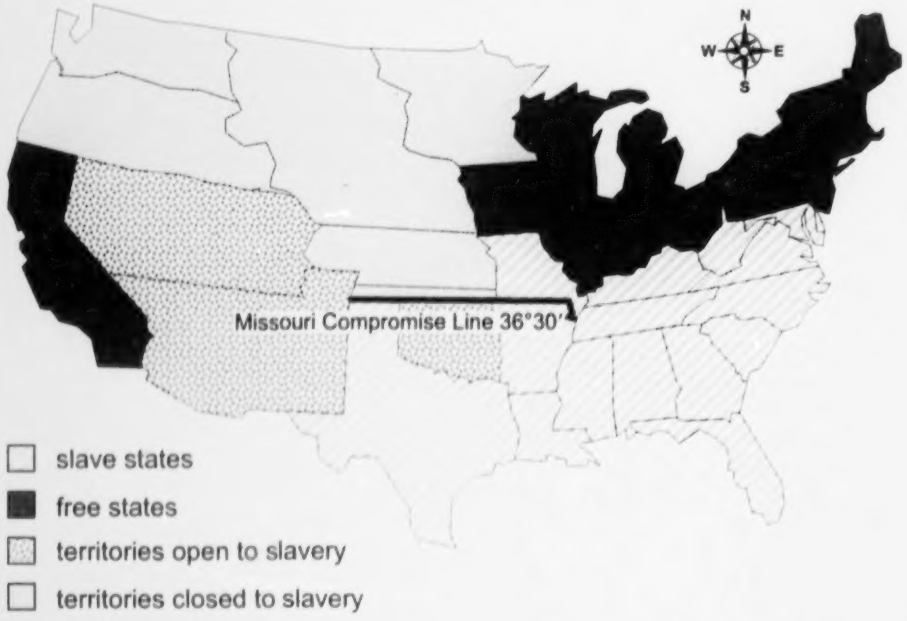
Clay's **omnibus** bill (or bill that had to be voted on as one package) failed because it was too big and had too many different pieces rolled into one to pass. Finally, a young Senator from Illinois, *Stephen A. Douglas,* divided Clay's omnibus bill and negotiated each piece as a separate bill. By appealing to individuals and small groups, Douglas was able to get all the elements of Clay's Compromise of 1850 through the Senate.

Although all the parts of the Compromise of 1850 passed, no side felt they had won; in fact, both sides felt they had been taken advantage of. As with the previous situations, people hoped the Compromise of 1850 would heal the divisions growing between the sections of the nation. This time the calm did not last long, making the 1850s a bloody decade filled with tension and conflicts.

The Compromise of 1850


N
W
E
S
Missouri Compromise Line 36°30'
☐ slave states
■ free states
▨ territories open to slavery
☐ territories closed to slavery

The Fugitive Slave Law of 1850 was an important gain for the South, but it sparked a new problem in the North. Many northern communities resented being forced under threat of penalties and jail to help return runaway slaves. Consequently, several states passed personal liberty laws to help citizens avoid the ugly pressures of the Fugitive Slave Law. Even though these personal liberty laws contradicted the responsibilities of individual citizens established by the Fugitive Slave Law, this disagreement was minor when compared to the tension created by a "little lady."

Harriet Beecher Stowe published her novel *Uncle Tom's Cabin* in 1852. *Uncle Tom's Cabin* was the first bestseller in the United States. It depicted the lives of Uncle Tom, Eliza, and other slaves on a Kentucky plantation. More than 300,000 copies sold in its first year and more than 2.5 million sold by the end of the 1850s. Still others discovered Stowe's story about the cruelty of slavery through plays conducted across the North. Stowe's novel was an attack on slavery and particularly the Fugitive Slave Law.

Compromise of 1850

Problem/Issue	Concession for the North	Concession for the South
California admission	California admitted as a free state.	———
New Mexico/Texas boundary dispute	New Mexico received disputed land.	Texas received $10 million to cover pre-annexation debt.
Mexico Cession Territory	New Mexico and Utah admitted as separate territories (five states).	Popular sovereignty was to be used to determine the slavery issue in new territories.
In Washington, D.C., the fact that humans were being sold openly was deemed unsightly and not appropriate for the capital.	Slave auctions in Washington, D.C., were abolished.	Congress promised not to abolish slavery in Washington, D.C.
The **Underground Railroad*** aided runaway slaves.	———	The Fugitive Slave Law of 1850 imposed fee arrangements for commissioners who certified runaways.
Northerners rejected interstate trade in slaves and called for restrictions.	———	Congress would declare that it did not have jurisdiction over interstate slave trade.

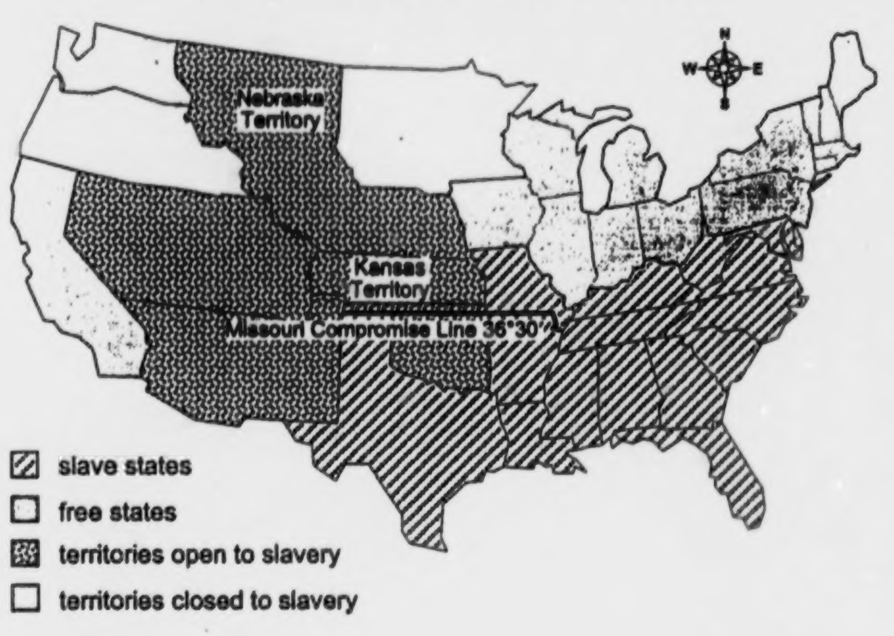
* Brave men and women formed the Underground Railroad, a secret network to help runaway slaves reach freedom in the North or Canada. *Harriet Tubman*, a fugitive slave and abolitionist, was active in the Underground Railroad after 1850. She helped over 300 slaves reach freedom. In the Civil War she was a Union spy and scout.

Bleeding Kansas

Kansas-Nebraska Act

With trouble brewing around the Fugitive Slave Law, new problems began on the frontier in the territories of Kansas and Nebraska. In 1854 Stephen A. Douglas reopened the debate over slavery when he introduced the **Kansas-Nebraska Act.** The measure proposed that the territory of Kansas and Nebraska be allowed to decide for themselves (*popular sovereignty*) whether or not to permit slavery. This move was a bold step because Kansas and Nebraska were part of the Louisiana Territory located north of 36° 30′ (see page 118), where slavery was outlawed as a result of the Missouri Compromise (1820). Douglas knew that the Missouri Compromise outlawed slavery in the northern portion of the Louisiana Purchase. He also saw the Kansas-Nebraska Act, which called for popular sovereignty, as an opportunity for him and his state of Illinois. Personally, Douglas saw the Kansas-Nebraska Act as a way to win over Southern voters as he began looking to his future and a run for the Presidency.

The Kansas-Nebraska Act of 1854


Nebraska Territory
Kansas Territory
Missouri Compromise Line 36°30′
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S
▨ slave states
☐ free states
▩ territories open to slavery
☐ territories closed to slavery

There was the possibility of new territories open to slavery.

With the possibility of new lands open to slavery, the South would not forget Douglas, the man who got them the land. Also, Douglas saw an economic opportunity for himself and his state. Congress was discussing a transcontinental railroad that would connect the Atlantic coast and Pacific coast. One proposed route traveled north through Chicago, Illinois and into the territorial land further west—the Kansas-Nebraska Territory. Douglas' bill passed, and settlers began to move to the new territory of Kansas. Very quickly a struggle began as slaveholders from neighboring Missouri and other slave states moved into Kansas. Nonslaveholders also moved in from free states.

Almost at once, the two groups clashed. For a short while, both groups, proslavery and antislavery, claimed to be the government of the territory. Attacks on towns and retaliation for these attacks led to loss of property and lives. This turmoil caused the new territory to be called **Bleeding Kansas**. Both sides wrote constitutions, leading to disputes over the legal government. Tension and problems in Kansas made news across the country. Leading **abolitionist** (or opponent of slavery) Reverend *Henry Ward Beecher* urged New Yorkers to send rifles to Kansas because he felt they were more important in Kansas than the Bible. As a result, boxes of rifles, called *Beecher's Bibles*, were shipped to Kansas to help the abolitionist cause.

The Sack of Lawrence and the Pottawatomie Massacre

Two of the most violent acts took place in 1856 when the free-soil town of Lawrence was raided. Several days later the antislavery fanatic, *John Brown*, led an attack on proslavery settlers living on the Pottawatomie Creek. The Pottawatomie Massacre left five dead and opened the door for Congress to speak out against the violence. In the spring of 1856, Senator *Charles Sumner* of Massachusetts was beaten over the head with a cane by Congressman *Preston Brooks* of South Carolina for insulting remarks included in his speech "The Crime Against Kansas." Known as the *Brooks-Sumner Affair*, the violence of Kansas reached the capital city. Brooks was removed from office but later returned to office as hundreds sent him canes with notes to "do it again." While Sumner was missing from the Senate as he recuperated for more than two years, his speech was widely circulated.

The Dred Scott Decision

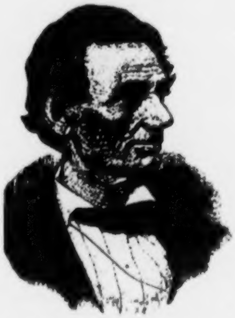
A major turning point in the split between the North and South came with the Supreme Court case known as the *Dred Scott decision* (1857). *Dred Scott* was a slave who lived with his master in Missouri. Scott eventually moved with his master to Wisconsin where slavery was illegal. After Dred Scott's owner died, antislavery lawyers helped Scott sue for his freedom. They argued that since Scott had lived in a free territory, he should be free. In 1857 the case went all the way to the Supreme court of the United States in *Dred Scott v. Sanford*.

The Supreme Court ruled that since Dred Scott was a slave, and not a citizen of the United States, he could not file this lawsuit. Slaves were considered property and therefore had no right to sue. The Supreme Court also stated that the Missouri Compromise was unconstitutional. The court insisted that only state legislatures had the power to outlaw slavery, and the federal government did not have the power to regulate slavery in the territories.

The South was very happy with the Dred Scott decision while the North was in a state of shock. The issue over slavery was now being debated in a public **forum**, or meeting, to discuss issues of public interest.

The Lincoln-Douglas Debates

During the 1858 Senate election in the state of Illinois, *Abraham Lincoln* challenged Stephen A. Douglas to a series of debates. Lincoln was challenging Douglas for his Senate seat. In the debates throughout the state of Illinois, Douglas tried to make Lincoln look like an abolitionist, a person who opposed slavery. Lincoln did not like the label of abolitionist but insisted that "a house divided against itself cannot stand."



Abraham Lincoln

Douglas disagreed with Lincoln. He believed a country part free and part slave could get along. He was against the expansion of slavery, not for ending slavery. Again, these debates showed yet another split between the North and South.

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Although Douglas won the election, two major developments resulted. First, Lincoln had become a national personality as the debates were covered in the nation's newspapers, and he had done very well. Second, the issue of slavery was continuing in a public forum. Because of Lincoln's participation in these debates, he was ready to run for the Presidency of the United States, which he won in 1860.

As a result of this bitter presidential campaign, Lincoln did not appear on the ballot of 11 southern states. Those states chose to secede from the Union and formed a new nation, the *Confederate States of America*, also known as the **Confederacy**.

The Civil War Begins at Fort Sumter

After President Lincoln took office in March 1861, he received word that Union forces at Fort Sumter, in Charleston, South Carolina were running out of supplies. President Lincoln tried to assure the people of South Carolina that the United States government was only going to send in food and medical supplies. He promised there would be no weapons or troops sent along with the necessary other materials. This was unacceptable to the people of South Carolina and the recently formed Confederacy, which had broken away from the Union in 1860 and 1861.

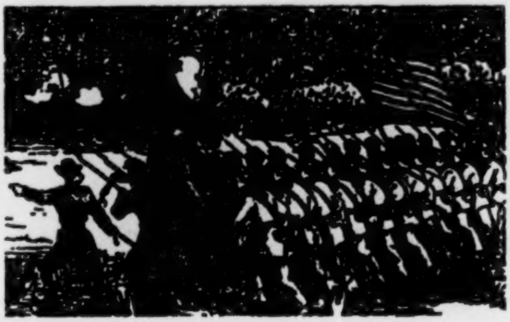
To the Confederacy, Fort Sumter was important because it guarded Charleston Harbor. The fort could not be left in Union hands. The Confederacy asked for its surrender, but the Union commander would not give in. On April 12, 1861, the Confederacy attacked Fort Sumter, and on April 13, 1861, it fell to the Southern forces. The Civil War had begun.

A **civil war** is a war between people of the same country. The Civil War would divide the nation along territorial and personal lines. Many Americans had families in both the North and the South.

The South was fighting a defensive war. Most of the fighting would take place on its home ground, giving the South an advantage. The North was fighting a more offensive war, attacking the South.

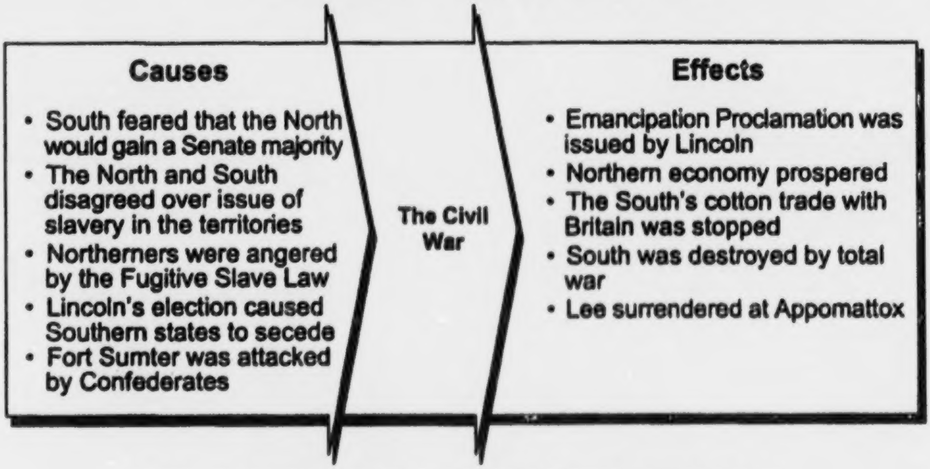
Economically, the South had some big disadvantages. It had very few factories to make guns and supplies. The South was primarily an agricultural society with large investments in land and slaves and few investments in manufacturing. Its railroads were in poor condition and in many places could not connect with other railroad lines. The South did not think its railroad transportation was important because it depended on river systems for its major form of transportation.

The North had *ample*, or more than enough, factory production and could supply its army with guns and other materials. It had a very good railroad transportation system and would not suffer the economic problems that the South faced.



Both sides hoped for a quick military victory, but this did not happen. As the war went on, it favored the North, for they had more military men and supplies. In April of 1862, the Union navy attacked and captured the city of New Orleans. By July 4, 1863, the Union had taken Vicksburg, Mississippi, and the war in the West was now all but over. The Union now focused on the East, and in less than two years the war would be over.

The Civil War—Causes and Effects



Causes

- South feared that the North would gain a Senate majority
- The North and South disagreed over issue of slavery in the territories
- Northerners were angered by the Fugitive Slave Law
- Lincoln's election caused Southern states to secede
- Fort Sumter was attacked by Confederates

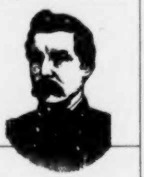
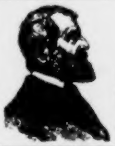
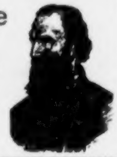
The Civil War

Effects

- Emancipation Proclamation was issued by Lincoln
- Northern economy prospered
- The South's cotton trade with Britain was stopped
- South was destroyed by total war
- Lee surrendered at Appomattox

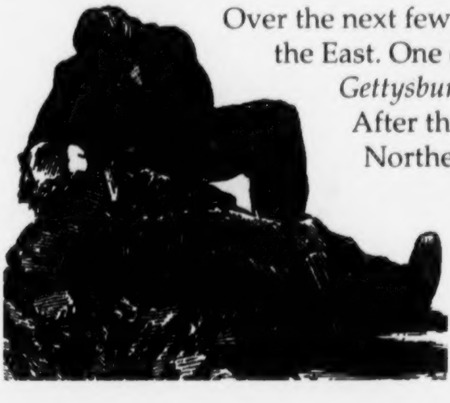
For four long years, the Civil War pitted the North against the South.

Major Battles of the Civil War, 1861-1865

Battle or Campaign	Date	Outcome and Consequences
First Bull Run (Virginia)	July 21, 1861	Confederate victory; destroyed the widespread belief in the North that the war would end quickly; gave the Confederates a sense of superiority.
Forts Henry and Donelson (Tennessee)	February 6-16, 1862	Union victory; gave the North control of strategic river systems in the western Confederacy; closed an important link between Confederate States in the east and west.
Shiloh Church (Tennessee)	April 6-7, 1862	Union victory; high casualties made both sides change attitudes about the war.
Seven Days (Maryland and) Virginia)	June 25-July 1, 1862	Standoff; stopped Union General *George B. McClellan's* advance on Richmond in the Peninsula Campaign. 
Second Bull Run (Virginia)	August 29-30, 1862	 Confederate victory; reinforced Confederate General *Robert E. Lee's* reputation for invincibility.
Antietam (Maryland)	September 17, 1862	Standoff; stopped Lee's advance into the North; eliminated Confederacy's chance for diplomatic recognition; encouraged Lincoln to issue the Emancipation Proclamation.
Fredricksburg (Virginia)	December 13, 1862	Confederate victory; restored hope to and revived morale of Lee's army.
Chancellorsville (Virginia)	May 2-6, 1863	Confederate victory; Confederate General *Thomas J. "Stonewall" Jackson* killed; encouraged Lee to invade North again. 

Major Battles of the Civil War, 1861-1865, continued

Battle or Campaign	Date	Outcome and Consequences
Gettysburg (Pennsylvania)	July 1-3, 1863	Union victory; stopped the Confederate advance into the North; created major blow to Confederates; largest battle of the Civil War.
Siege of Vicksburg (Mississippi)	November 1862-July 3, 1863	Union victory; closed the last major Confederate port on the Mississippi; gave Union control of the entire river; dealt a severe blow to the Confederate cause.
Chattanooga (Tennessee)	August-November 1863	Union victory; gave Union dominance in the West and cleared the way for Atlanta.
Wilderness and Cold Harbor (Virginia)	May and June 1864	Both Confederate victories; caused huge losses to General *Ulysses S. Grant's* army; turned public opinion against Grant but failed to force him to withdraw.
Atlanta (Georgia)	May-September 1864	Union victory; Confederates lost key rail depot and industrial center.
Sherman's March to the Sea (Georgia and South Carolina)	November 1864-March 1865	William T. Sherman's army cut a path of destruction through Georgia and South Carolina; broke Southern *morale* or spirit.
Battles of Franklin and Nashville (Tennessee)	November-December 1864	Union victories in Tennessee; destroyed Army of Tennessee.
Siege of Petersburg (Virginia)	June 1864-April 1865	Long stalemate ended in Union victory; led to fall of Richmond and surrender of Lee's army to Grant at Appomatox Court House.



Over the next few years, many battles would take place in the East. One of the most memorable was the *Battle of Gettysburg* (1863) in which over 40,000 men died. After the dead soldiers were buried, Northerners held a ceremony to dedicate the ground in which the soldiers had died as a cemetery. President Lincoln was invited to the ceremony but was not the main speaker. He did, however, address the assembled crowd and gave a three-minute speech that today is known as the **Gettysburg Address** (see below). The phrase: "all men are created equal," repeated from the Declaration of Independence (see Appendix C), represented Lincoln's feelings as he and the nation struggled with this conflict.

Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

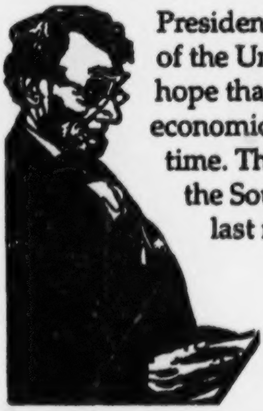
But in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we may take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

November 19, 1863

Prior to the Gettysburg Address, President Lincoln issued the **Emancipation Proclamation**. The Emancipation Proclamation was issued on September 22, 1862. The Proclamation stated that all slaves in states and territories that were still in rebellion would be freed as of January 1, 1863. Despite the fact that no slaves were actually freed on that day, slaves eventually were freed as the Union military took control of more territory in the South.

In the end, more that 600,000 Americans would die in the Civil War, the North would defeat the South, and the healing process would begin. Slaves would be freed, and the nations' territories would be reunited. The time to rebuild had begun. The time of rebuilding is known as **Reconstruction.**

Reconstruction and the Freedmen's Bureau



President Lincoln had begun thinking about Reconstruction of the Union long before the war had ended. It was Lincoln's hope that the South could be politically, militarily, and economically reunited with the Union in a short period of time. This was not to be the case. The fight over punishing the South and how best to carry out Reconstruction would last many years.

One of the most important aspects of the Reconstruction process was the establishment of the **Freedmen's Bureau.** The Freedmen's Bureau provided food and clothing to the former slaves. It also attempted to help reunite freed slaves with other members of their family. It established schools and provided medical care for more than a million people. The Freedmen's Bureau also helped freed slaves find jobs where possible. In addition to helping former slaves, the Freedmen's Bureau also helped poor Southern whites who also suffered hardships as a result of the Civil War.

The road to Reconstruction would be a long one. Many Congressmen disagreed with President Lincoln and President *Andrew Johnson's* approach to Reconstruction. They thought Lincoln's approach was too generous toward the South. They thought Johnson's plan was almost as mild as Lincoln's. In 1866 Congress took charge of the Reconstruction process.

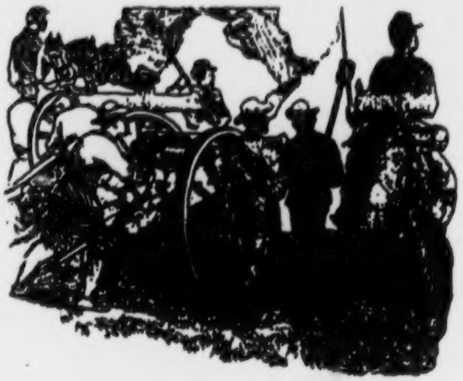
Congress divided the South into five military districts and forced many social and economic changes on the South. The greatest economic loss to the South had been the freeing of the slaves. Now Southerners had to readjust their economic thinking and working relationships with the former slaves. Using the Northern military presence, Congress was able to carry out a strict Reconstruction of the South.

However, in 1877, Southern and Northern politicians were able to work out an end to formal Reconstruction and military forces were withdrawn from the South.

Major Reconstruction Legislation

13th Amendment (1865)	Freed the slaves; passed February 1865; ratified December 1865.
Freedmen's Bureau Act (1865-66)	Offered assistance such as medical aid, education, and legal services to freed slaves and war refugees; Freedmen's Bureau ended in 1872.
Civil Rights Act of 1866	Declared all persons born in the United States were citizens (except Native Americans) and granted citizenship and equal protection under the law to African Americans (except for the right to vote).
Reconstruction Act of 1867	Abolished the governments formed in the former Confederate states; divided former Confederate states (excluding Tennessee) into five military districts ruled by a military governor; established requirements for readmission to the Union in a congressional attempt to punish the South and prevent Democrats from being elected.
14th Amendment (1868)	Made all former slaves of the United States citizens; passed June 1866; ratified July 1868.
15th Amendment (1870)	Gave African American males over the age of 21 the right to vote; passed February 1869, ratified March 1870.
Enforcements Act (or Forced Acts) of 1870 and 1871	Protected the voting rights of African American men and gave the federal government power to enforce the 15th Amendment; protected African Americans from acts of terrorism.
Civil Rights Act of 1875	Outlawed discrimination in places of public accommodation and entertainment; assured the rights of African Americans to serve as jurors; opposed Black Codes which had replaced Slave Codes overturned by the Supreme Court in 1833.
Compromise of 1877	Settled an undecided Presidential election and ended Reconstruction.

Consequences of the Civil War	
• **Political**	freed enslaved people; ended secession threat; increased federal government power; interrupted the Democratic stronghold in the South.
• **Economic**	strengthened banking system; stimulated growth of the Northern economy and contributed to economic decline of the South; introduced the graduated income tax; created sizeable war debt.
• **Technological**	heightened the importance of weaponry in war; led to new military strategies, such as trench warfare; civilian accomplishments such as the reaper, sewing machine, size standardization, and railroads; aided the war effort, leading the way to the Industrial Revolution.
• **Social**	disrupted families because of the staggering loss of lives; many disabled veterans; shattered the social hierarchy of the South; new status of the slave population.



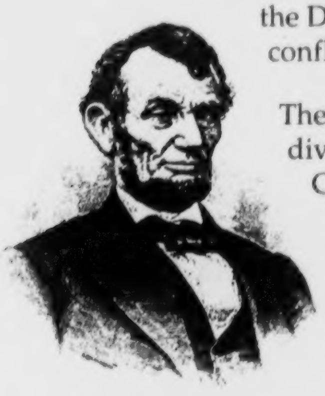
led to new military strategies

resulted in many disabled veterans

freed enslaved people

Summary

The causes of the Civil War can be traced to a growing conflict between different regions of the United States that developed in the first half of the 19th century. The debate over slavery in the territories led to the compromises in 1820 (the Missouri compromise) and in 1850. These compromises did not solve the tension between the North and South. Other events, such as Kansas-Nebraska Act (1854) and the Dred Scott decision (1857), showed that the conflict could not be settled easily or peacefully.


President Abraham Lincoln

The outbreak of the Civil War saw the nation divided along sectional lines. The Union and the Confederacy both believed that what each was doing was correct. Both sides believed that the war would end quickly. This did not happen and the war lasted many years. During the Civil War, President Lincoln issued the Emancipation Proclamation that would eventually free slaves throughout the United States.

The issue of how the nation should rebuild became the subject of great debate towards the end of the Civil War and afterwards. Presidents Lincoln and Johnson had different viewpoints as to how the Reconstruction of the United States should proceed. Despite these differences, the Freedmen's Bureau was established and provided food, clothing, and other services to the former slaves.

In 1866 Congress took charge of the Reconstruction process. Congress divided the South into five military districts and forced many social and economic changes on the South. Congress used the Northern military presence to carry out a strict Reconstruction of the South. However, in 1877, Southern and Northern politicians were able to discus and arrange an end to formal Reconstruction, and military forces were withdrawn from the South.

Practice

Answer the following using complete sentences.

1. As the nation grew, what did the regions trade with each other?

____

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____

2. Why did Missouri's request to be admitted to the Union cause conflict in Congress? ______________________

____

____

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____

____

____

3. What started the Nullification Crisis and why?

4. Use the chart on page 125 and the vocabulary on page 114 to define the Underground Railroad.

5. What did Harriet Beecher Stowe's novel *Uncle Tom's Cabin* depict?

6. What were in the boxes of *Beecher's Bibles* shipped to Kansas? _____

Why do you think people called them Beecher's Bibles? _________

Practice

Use the chart on page 135 and the vocabulary on pages 111-114 to answer the following using complete sentences.

1. How did the 13th, 14th, and 15th amendments help African Americans? ______________________________

2. Describe the Black Codes and the Slave Codes that the Civil Rights Act of 1875 opposed. ______________________________

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. purchase in 1803 of France's mainland American territories, extending from the Mississippi River to the Rocky Mountains, for $15 million

______ 2. series of laws proposed by Henry Clay in 1820 to maintain the balance of power between slave states and free states

______ 3. a crop grown by a farmer for sale, not for personal use

______ 4. doctrine that an individual state may oppose any federal action that it believes is unconstitutional

______ 5. John C. Calhoun's name for the Tariff of 1828

______ 6. tense situation created by South Carolina when it declared the tariffs of 1828 (or Tariff of Abominations) and 1832 illegal

______ 7. the formal withdrawal of a state from the Union

______ 8. tax or duty that a government charges on imports or goods coming into a country

A. cash crop

B. interposition

C. Louisiana Purchase

D. Missouri Compromise

E. Nullification Crisis

F. secession

G. tariff

H. Tariff of Abominations

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. series of laws that controlled the behavior of slaves and denied slaves basic rights; passed by colonists

______ 2. law that required citizens to turn in runaway slaves; part of the Compromise of 1850

______ 3. system of routes along which runaway slaves were helped to escape to Canada or to safe areas in free states

______ 4. series of laws that limited the rights of African-American freedoms; passed by new Southern legislatures after the Civil War

______ 5. series of measures to settle major disagreements between free states and slave states

______ 6. rule by the people

______ 7. declaring a federal law illegal

______ 8. government agency that help freed slaves

A. Black Codes

B. Compromise of 1850

C. Freedmen's Bureau

D. Fugitive Slave Law of 1850

E. nullification

F. popular sovereignty

G. Slave Codes

H. Underground Railroad

Practice

Answer the following using complete sentences.

1. What was the Dred Scott Supreme Court decision? ____________

____

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____

____

2. Why do you think the Dred Scott decision shocked Northerners?

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3. What do you think Abraham Lincoln meant when he said that "a house divided against itself cannot stand"? ________________

____

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4. What two major developments resulted from the Lincoln-Douglas debates?

5. What economic disadvantages did the South face in the Civil War?

6. How did the Freedmen's Bureau help former slaves and poor whites? ____

____

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Practice

Use the list below to write the correct term for each definition in the line provided.

- **13th Amendment**
- **14th Amendment**
- **15th Amendment**
- **abolitionist**
- **Bleeding Kansas**
- **civil war**
- **Confederacy**
- **Emancipation Proclamation**
- **forum**
- **Gettysburg Address**
- **Kansas-Nebraska Act (1854)**
- **omnibus**
- **Reconstruction**
- **Union**

________________ 1. a famous speech given by President Lincoln in 1863 at the dedication of a national cemetery on the site of the Battle of Gettysburg

________________ 2. a law that established the territories of Kansas and Nebraska and gave residents the right to decide whether to allow slavery

________________ 3. covering many things at once

________________ 4. constitutional amendment in 1868 that granted citizenship to all persons born or naturalized in the United States, including former slaves

________________ 5. a name applied to the Kansas Territory in the years before the Civil War when the territory was a battleground between proslavery and antislavery forces

________________ 6. person who wanted slavery stopped immediately throughout the United States

____________________ 7. constitutional amendment in 1870 that guaranteed African American males over the age of 21 the right to vote in all states

____________________ 8. declaration issued on January 1, 1863 by President Lincoln in 1862 that freed slaves in the Confederacy

____________________ 9. the separate states gathered together as the United States; the 24 states that remained in the United States after the Southern states seceded; also known as the North

____________________ 10. the period of rebuilding that followed the Civil War, during which the defeated Confederate states were readmitted into the Union

____________________ 11. the alliance formed in 1861 by 11 Southern states after their secession from the Union; also known as the Confederate States of America, or the South

____________________ 12. war between people of the same country

____________________ 13. a meeting to discuss issues or questions of public interest

____________________ 14. constitutional amendment in 1865 that banned slavery in the United States

Section 2: Strengthening the New Nation (1840-1933)

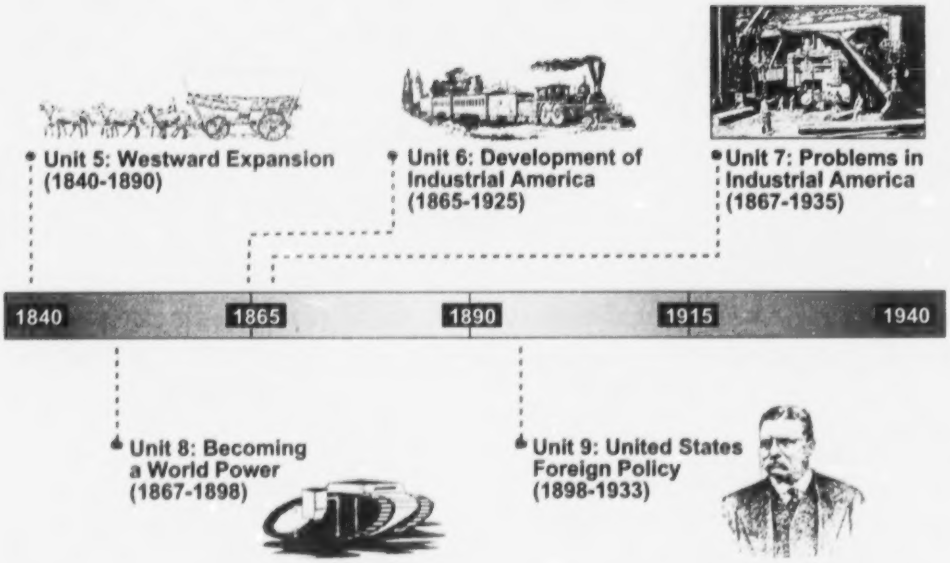
Unit 5: Westward Expansion (1840-1890)

Unit 6: Development in Industrial America (1865-1925)

Unit 7: Problems in Industrial America (1867-1935)

Unit 8: Becoming a World Power (1867-1898)

Unit 9: United States Foreign Policy (1898-1933)


Unit 5: Westward Expansion (1840-1890)
Unit 6: Development of Industrial America (1865-1925)
Unit 7: Problems in Industrial America (1867-1935)
1840
1865
1890
1915
1940
Unit 8: Becoming a World Power (1867-1898)
Unit 9: United States Foreign Policy (1898-1933)

Unit 5: Westward Expansion (1840-1890)

This unit emphasizes the conflicts between Native Americans and people from the eastern United States who began to move west to mine, farm, and raise cattle.

Unit Focus

- impacts of belief in manifest destiny and westward migration
- methods and routes people used to travel westward
- effects of American settlers in the Great Plains on Native American's way of life
- problems of farmers, cattle ranchers, and miners
- effects of mining towns

Vocabulary

Study the vocabulary words and definitions below.

assimilation	a minority group's adoption of beliefs and way of life of the dominant culture
barbed wire	fence wire having sharp, evenly spaced points
Battle of the Little Bighorn	1876 battle at the Little Bighorn River in Montana in which the Sioux defeated the United States Army
Battle of Wounded Knee	1890 battle at Wounded Knee Creek in South Dakota in which 300 unarmed Native Americans were massacred by United States soldiers
boom town	a town that grows very fast (a phrase usually affiliated with mining towns)
Dawes Act	a law that gave Native Americans the right to own property
dry farming	a way of plowing to preserve water in soil
fifty-niners	people who went to Colorado in search of gold in 1859
forty-niners	people who went to California in search of gold in 1849
Ghost Dance	a Native American ritual to help restore tribal life, popular among the Sioux prior to the Battle of Wounded Knee

Great Plains	vast area of land in the west-central United States, broad grasslands on relatively flat land with very fertile soil
Homestead Act	1862 law that gave 160 acres of land to a person who would improve it
homesteader	a person who received land from the United States government in return for farming it
long drive	herding cattle from the Texas plains to railroads in Missouri and other Midwest states for shipping to eastern cities
manifest destiny	belief that the United States would one day extend its borders from the Atlantic Ocean to the Pacific Ocean
massacre	a ruthless killing of a large number of people
Morrill Land Grant Acts	laws made in 1862 and 1890 to create agricultural colleges by giving federal land to states
open range	a vast area of unfenced land
pioneers	early American settlers in the West
prospector	individual who searches for large deposits of gold, silver, copper, and other valuable minerals

reservations	special homelands set aside for Native Americans
transcontinental	reaching across a continent
wagon trains	covered wagons, pulled by horses or oxen, that traveled west together

Who's Who in Westward Expansion

Crazy Horse
Helen Hunt Jackson
Chief Joseph
Sitting Bull
General George A. Custer

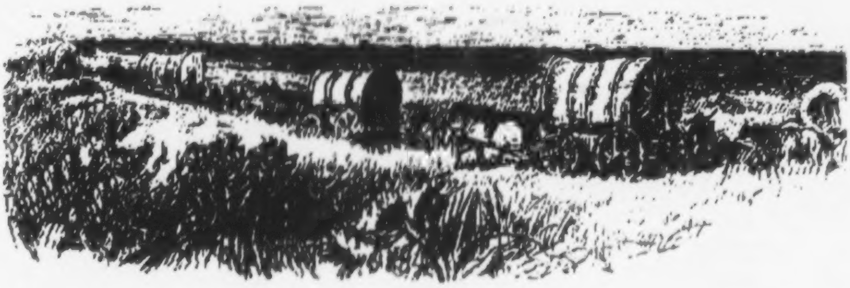
Introduction

Until the 1840s, nearly all Americans lived in the eastern part of the country. Much of the western part of the country was occupied by Native Americans, or Indians. During the 1840s, however, the country began to acquire new territory.

In 1845 Texas became a state. One year later, the government struck a deal with the British and Oregon became a territory. Bit by bit, the land across the country became part of the United States. By 1865 the land between the east and west coasts, and from Canada to Mexico, was in possession of the United States as states or territories.

Americans were eager to settle in the western territories and begin farming and raising cattle. These early settlers were called **pioneers**. To make travel westward faster and safer, railroads were built that connected the east and west coast. Much of the land settlers wanted to develop was the homeland of Native Americans, so the settlers and the United States Army battled Native American tribes for the land.

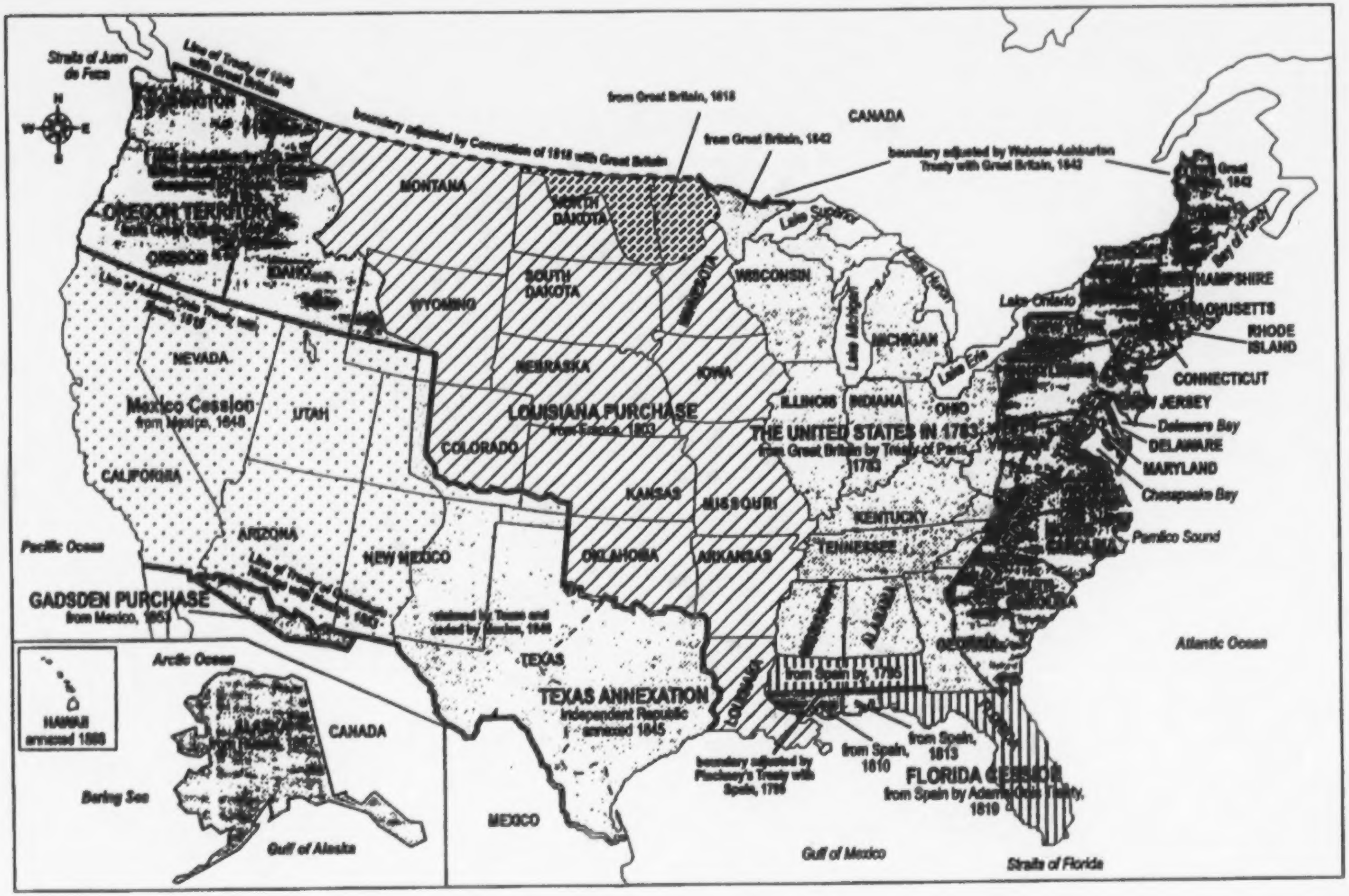
As the population of the United States grew, more and more people moved west. In 1845 John L. O'Sullivan, a newspaper editor, introduced the idea of **manifest destiny** after Texas became a state. O'Sullivan's words, "the fulfillment of our manifest destiny to overspread the continent allotted by Providence [God] for the free development of our yearly multiplying millions," convey approval of westward expansion during the mid-1800s. Many Americans began to accept the idea of manifest destiny, believing that it was the right, the responsibility, and the fate of the United States to extend its borders to the Pacific Ocean.



Many people went west in covered wagons.

The 50 States and Their Date of Admission

Alabama	1819
Alaska	1959
Arizona	1912
Arkansas	1836
California	1850
Colorado	1876
Connecticut	1788
Delaware	1787
Florida	1845
Georgia	1788
Hawaii	1959
Idaho	1890
Illinois	1818
Indiana	1816
Iowa	1846
Kansas	1861
Kentucky	1792
Louisiana	1812
Maine	1820
Maryland	1788
Massachusetts	1788
Michigan	1837
Minnesota	1858
Mississippi	1817
Missouri	1821
Montana	1889
Nebraska	1867
Nevada	1864
New Hampshire	1788
New Jersey	1787
New Mexico	1912
New York	1788
North Carolina	1789
North Dakota	1889
Ohio	1803
Oklahoma	1907
Oregon	1859
Pennsylvania	1787
Rhode Island	1790
South Carolina	1788
South Dakota	1889
Tennessee	1796
Texas	1845
Utah	1896
Vermont	1791
Virginia	1788
Washington	1889
West Virginia	1863
Wisconsin	1848
Wyoming	1890


Straits of Juan de Fuca
N
W
E
S
Line of Treaty of 1846 with Great Britain
WASHINGTON
OREGON TERRITORY
OREGON
IDAHO
Line of Adams-Onís Treaty with Spain, 1819
boundary adjusted by Convention of 1818 with Great Britain
from Great Britain, 1818
from Great Britain, 1842
CANADA
boundary adjusted by Webster-Ashburton Treaty with Great Britain, 1842
from Great Britain, 1842
MONTANA
NORTH DAKOTA
SOUTH DAKOTA
WYOMING
MINNESOTA
WISCONSIN
Lake Superior
Lake Michigan
Lake Huron
Lake Ontario
Lake Erie
MICHIGAN
Bay of Fundy
HAMPSHIRE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
NEW JERSEY
Delaware Bay
DELAWARE
MARYLAND
Chesapeake Bay
Pamlico Sound
NEVADA
UTAH
Mexico Cession
from Mexico, 1848
NEBRASKA
IOWA
LOUISIANA PURCHASE
from France, 1803
ILLINOIS
INDIANA
OHIO
THE UNITED STATES IN 1783
from Great Britain by Treaty of Paris, 1783
COLORADO
CALIFORNIA
KANSAS
MISSOURI
KENTUCKY
TENNESSEE
Pacific Ocean
ARIZONA
NEW MEXICO
OKLAHOMA
ARKANSAS
Line of Treaty of Guadalupe Hidalgo with Mexico, 1848
GADSDEN PURCHASE
from Mexico, 1853
claimed by Texas and ceded by Mexico, 1848
TEXAS
TEXAS ANNEXATION
Independent Republic annexed 1845
LOUISIANA
from Spain by, 1795
from Spain, 1810
from Spain, 1813
boundary adjusted by Pinckney's Treaty with Spain, 1795
FLORIDA CESSION
from Spain by Adams-Onís Treaty, 1819
Atlantic Ocean
Gulf of Mexico
Straits of Florida
MEXICO
Arctic Ocean
HAWAII
annexed 1898
ALASKA
CANADA
Bering Sea
Gulf of Alaska

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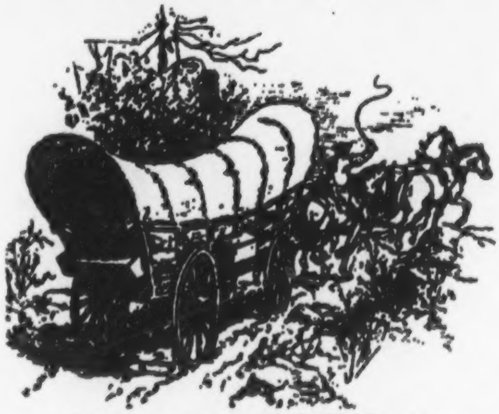
Native Americans in the West

The first people who lived in the continent of North America and its West were Native Americans. Native Americans made their homes in the West for centuries before white people ever arrived on the continent and began migrating west.

Native Americans lived in many different tribes. Each tribe had a distinct culture, or way of living. Some lived by gathering food and farming. Others lived by hunting big game animals, especially the plentiful buffalo.

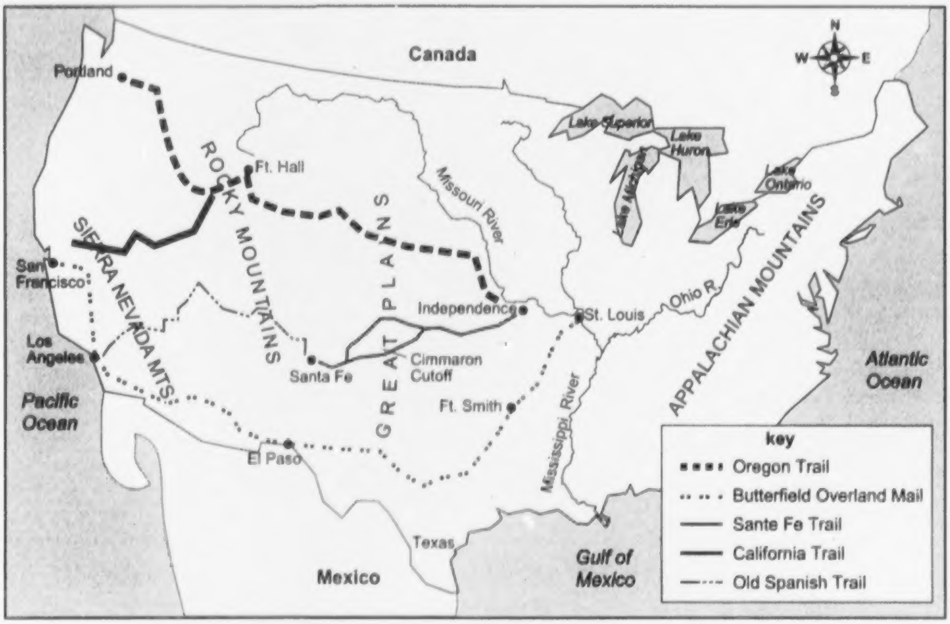
American Settlement of the West

Before 1848 few settlers moved west of the Mississippi River. In 1848, however, gold was discovered in California. Many Easterners made the slow and dangerous journey out west to prospect, or search for deposits of gold, silver, or other valuable minerals. Most people traveled to the west in **wagon trains**—covered wagons, pulled by horses or oxen, that traveled together for protection. Others sailed in ships around South America to get to the gold fields of California.


Conestoga wagon, named after Conestoga, Pennsylvania where it was first made.

With so many people migrating westward across the continent, railroad companies started to build tracks to connect the East Coast with the West Coast. These **transcontinental** railroads allowed people, goods, and mail to travel across America more quickly. Between 1869 and 1887, three transcontinental railroads were completed. Much of the grueling work of railroad building was done by Irish immigrants working from the East Coast and Chinese immigrants working from the West Coast. Before the transcontinental railroad was built, traveling from the East Coast to the West Coast was dangerous and took many weeks. The railroad made it possible to travel safely across the country in less than a week.

The federal government encouraged people to settle the western lands. In 1862 Congress passed the **Homestead Act**. This law allowed anyone over the age of 21 to get 160 acres of land as a homestead. The cost was a small $10.00 registration fee. In return, the person had to do two things: (1) improve the land by farming it or building on it, and (2) live on the land for five years.


Canada
N
W
E
S
Portland
Ft. Hall
ROCKY MOUNTAINS
SIERRA NEVADA MTS.
GREAT PLAINS
Missouri River
Lake Superior
Lake Huron
Lake Michigan
Lake Ontario
Lake Erie
APPALACHIAN MOUNTAINS
San Francisco
Los Angeles
Santa Fe
Independence
St. Louis
Ohio R.
Cimmaron Cutoff
Ft. Smith
Mississippi River
El Paso
Texas
Mexico
Pacific Ocean
Atlantic Ocean
Gulf of Mexico
key
Oregon Trail
Butterfield Overland Mail
Sante Fe Trail
California Trail
Old Spanish Trail

Western Trails, 1860

The people who claimed land on the frontier were called **homesteaders**. On their new homesteads, pioneers farmed, raised cattle, or mined for gold. The offers of free land attracted immigrants from Europe. Gradually, small towns began to appear in the vast open stretches of the West.

Most people settled in the **Great Plains**. The Great Plains stretch from the foot of the Rocky Mountains in Texas, New Mexico, Colorado, Wyoming, and Montana on its western border to Oklahoma, Kansas, Nebraska, South Dakota, and North Dakota on its eastern border. The weather on the Great Plains is often very cold in the winter and blistering hot in the summer. It is also an area that normally receives just a little rain each year and is frequently plagued by droughts. Many different Native American

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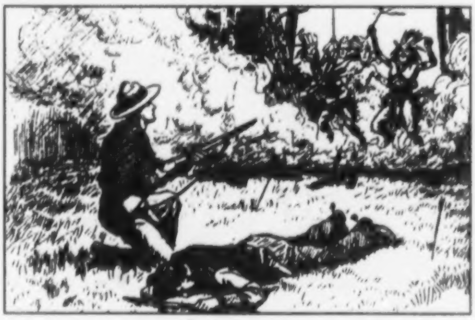
tribes, such as the Sioux, Crow, Pawnee, and Arapaho lived there. With homesteaders staking out claims and preparing to build new homes, the Native Americans were pushed off of their homelands. This led to many battles between the Native Americans who lived there and the United States Army, who defended and protected the settlers.

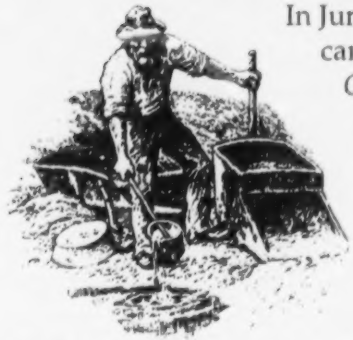

fighting between settlers and Native Americans

Conflict with the Native Americans

American settlements in the Great Plains destroyed the Native Americans' way of life. Farmers took Native Americans' land to grow crops. Cattle ranchers killed large herds of buffaloes so that their own cattle could graze on the land. Without the buffalo, many Native American tribes lost their main source of food, clothing, and even shelter. The federal government forced the Native Americans onto **reservations**, or special homelands set aside for the Native Americans. Without land to farm or buffalo to hunt, Native Americans had to depend on the government for food. This violated their beliefs.

Some Native Americans lived in such bad conditions on the reservations that they died of disease and starvation. Others were **massacred**, or ruthlessly killed, by the settlers and the United States Army. The Native Americans, frightened and angry, left the reservations and tried to fight back. Many battles took place between the Native Americans and the United States Army. However, at first the Native Americans had only bows and arrows and spears to fight against the guns used by the army.

Americans wanted the lands for more than farming and grazing their cattle. In 1874 gold was discovered in the Black Hills of the Dakotas. This was the home of the Sioux and Cheyenne. In a written treaty, the government had given this land to them *forever*. Now, the government tried to buy it back from the Native Americans. The Native Americans refused to sell and made plans to defend their land.

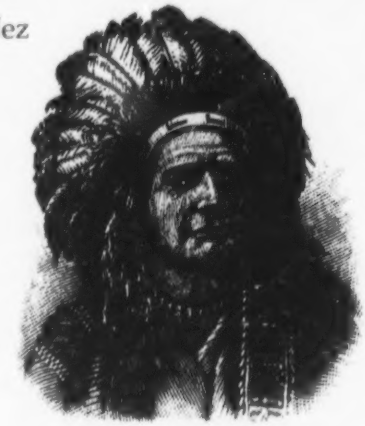


The government tried to buy back the land from the Native Americans when gold was discovered.

In June of 1876, a band of several thousand Sioux camped at the Little Bighorn River in Montana. *General George A. Custer* led the United States Army in an attack against the Native Americans. The Native Americans, led by *Crazy Horse* and *Sitting Bull*, defeated and killed Custer and his men at the **Battle of the Little Bighorn**. The army's defeat angered many Americans. More army troops went west to destroy the fighting power of the Native Americans.

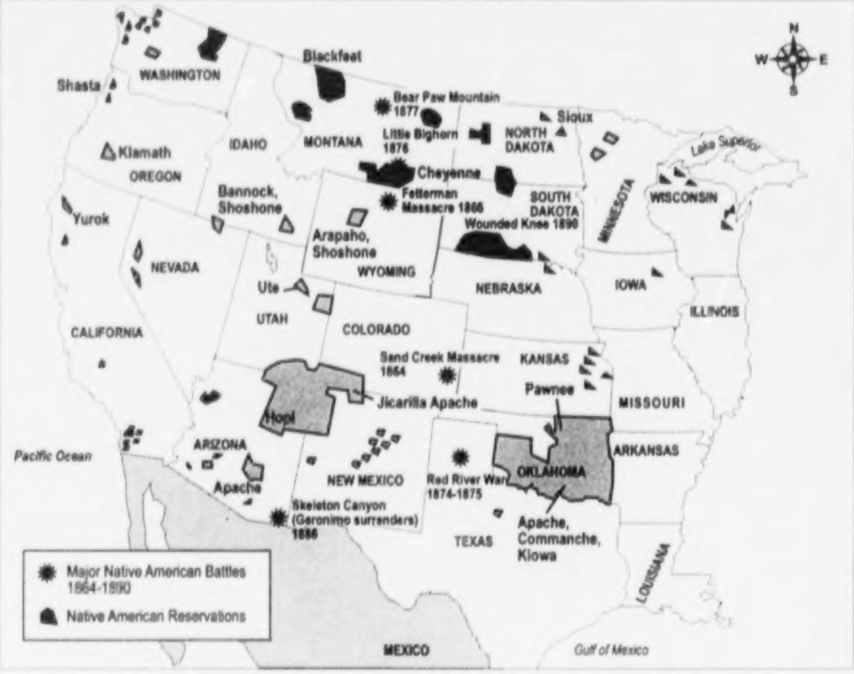
The Native Americans thought the government's policy and the reservation system was extremely unfair. One notable Native American chief who protested against the government's policy was *Chief Joseph*, a Nez Percé (nose pierced) Native American. Chief Joseph was a brilliant military strategist. He led a small band of Nez Percé who refused to settle on a government reservation. Chief Joseph took 800 tribe members on a peaceful movement to freedom. They traveled through Wyoming and Montana to reach the border and cross into Canada. In the words of Chief Joseph:

> *All men are made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it....If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper.*



The army finally caught up with the band of Nez Percé at Bear Paw, Montana. They fought a five-day battle before the Nez Percé surrendered.

Over the next few years, the army and the Native Americans fought other battles. Finally, the army defeated the Native Americans and forced them back on the reservations. By 1887 Native Americans from the Great Plains were forced to live on reservations.


N
W
E
S
Blackfeet
WASHINGTON
Shasta
Bear Paw Mountain 1877
Sioux
Klamath
IDAHO
MONTANA
Little Bighorn 1876
NORTH DAKOTA
Lake Superior
OREGON
Cheyenne
Bannock, Shoshone
Fetterman Massacre 1866
SOUTH DAKOTA
WISCONSIN
Yurok
Wounded Knee 1890
MINNESOTA
Arapaho, Shoshone
NEVADA
WYOMING
Ute
NEBRASKA
IOWA
ILLINOIS
UTAH
COLORADO
CALIFORNIA
Sand Creek Massacre 1864
KANSAS
Pawnee
Jicarilla Apache
MISSOURI
Hopi
ARIZONA
Pacific Ocean
ARKANSAS
NEW MEXICO
Red River War 1874-1875
OKLAHOMA
Apache
Skeleton Canyon (Geronimo surrenders) 1886
TEXAS
Apache, Commanche, Kiowa
Major Native American Battles 1864-1890
Native American Reservations
LOUISIANA
MEXICO
Gulf of Mexico

Major Native American Battles and Reservations

Few Americans cared about the Native Americans—they just wanted to control the Great Plains. Some Americans, however, did recognize the rights of Native Americans and tried to improve their life. One person who sought to rally support for the Native Americans was *Helen Hunt Jackson*. In 1881 Jackson's book A *Century of Dishonor* was published. Jackson set out the story of repeated broken promises made to the Native Americans by the government of the United States. A *Century of Dishonor* helped bring about a movement to help the Native Americans. Sometimes others who wanted to help the Native Americans were not much more helpful than their enemies. They supported **assimilation**, in which Native Americans were expected to give up their beliefs and way of life to become part of the white culture. Native Americans had lost much land and their ways of independent living, but they did not want to lose their culture as well.

In 1887 in an effort to make assimilation the official government policy, the federal government passed the **Dawes Act**. This act gave Native Americans the right to own property. It also gave them the right to an education and a promise of citizenship if they settled down on farms and gave up membership in their tribe. Although intended to help the

Native Americans, it did not. Instead the Dawes Act wiped out tribal ownership of the land. Native Americans were given some of the poorest land to farm. Citizenship was held back from most of them, and it was not until 1924 that Native Americans were granted American citizenship.

The Sioux continued to suffer reduced rations, increased restrictions, and loss of cattle to disease. They turned to Wovoka, a Paiute prophet who envisioned the Native American lands restored, the buffalo returned, and the whites all gone. The prophet promised the Sioux if they performed a ritual called the **Ghost Dance**, this vision would actually happen.

Native American officials and military authorities grew alarmed and thought the Ghost Dance was a warning of trouble rather than a religious ceremony. Chief Sitting Bull was arrested and shot. Then on December 29, 1890, the Seventh Calvary (Custer's old division that had been defeated at Little Bighorn) slaughtered 300 unarmed Native Americans, including several children. This massacre was called the **Battle of Wounded Knee** and brought the Native American wars, and an entire era, to a bitter end. Americans, blind to any value in the Native American life and traditions, shattered a proud people and an ancient culture. The Native Americans' fate would weigh heavily on the American conscience in generations to come.

Farming in the West

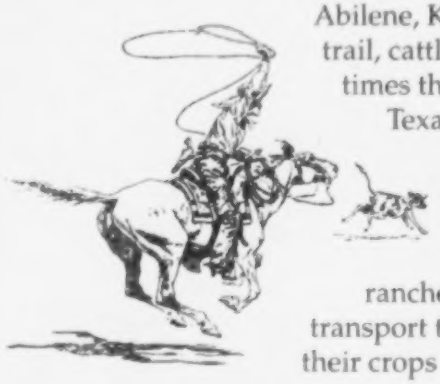
Life on farms in the Great Plains was very hard. Where there were streams, farmers were able to irrigate their crops, but this was not always possible. To find enough water to grow crops and keep their livestock and themselves alive, farmers dug deep wells. After finding water, farmers used mechanical pumps and windmills to pump water out of the ground. Another method farmers used to deal with the scarcity of water was **dry farming**. Dry farming was a plowing technique to preserve the water in the soil.

The dry farming method was developed by agricultural researchers whom the federal government supported with the **Morrill Land Grant Acts** of 1862 and 1890. To find better ways to farm, federal lands were given to the states to help pay for agricultural colleges.

Farmers on the Great Plains faced other problems. With few trees for wood to construct shelters, houses were built out of blocks of hard sod cut from the ground. Families living in these houses were often called "soddies." Some years brought floods, while others brought drought to the Great Plains. Farmers also faced destructive insects. Sometimes great swarms of grasshoppers destroyed the farmers' crops by eating every blade or stalk. Long droughts and insect damage caused thousands of farmers to give up their land and move back east.

The Cattle Kingdom

Cattle had become an important product because eastern cities wanted meat to feed their growing populations. Consequently, cattle ranchers moved onto the Great Plains to graze their cattle on **open range**. The open range was a vast area of unfenced land. Ranchers raised thousands of cattle on the Texas plains. When the cattle were fat enough, cowboys herded them north to railroads. This trip was called the **long drive**, since it covered nearly 600 miles from San Antonio, Texas to Abilene, Kansas. After the 11 to 13 weeks on the trail, cattle were sold at the railhead for eight times the price they would have been sold for in Texas. The cattle were loaded into boxcars in towns like Abilene, Kansas and Cheyenne, Wyoming. Then they were shipped to the eastern markets. Without the railroads, neither ranchers nor farmers would have been able to transport their products to eastern cities where their crops and meat were sold.



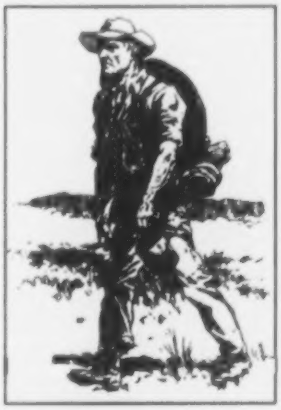
Cattle ranchers and farmers disagreed and often fought over how land on the Great Plains should be used. Cattle ranchers wanted the rangelands to remain unfenced and open, which would insure enough grazing land for their cattle. But grazing cattle often ruined farmers' crops. In 1874 Joseph Glidden invented **barbed wire** for fencing. Farmers began to build barbed wire fences to keep out the cattle. These fences were often torn down by cattle ranchers and then replaced by farmers in ongoing conflicts called *range wars*.

Mining Towns

Other people who moved west were **prospectors** and miners. They explored the Rocky Mountains looking for gold, silver, copper, and lead. When a mine was started, **boom towns** quickly grew nearby. A boom town is a town that grows very fast.

People moved to boom towns to work in the mines. After a mine was emptied of its valuable minerals, people deserted the boom town in search of other mines. These deserted towns were called ghost towns.

There were many gold and silver strikes, or finds, in the West. One of the most famous gold strikes took place at Sutter's Mill in California in 1848. People rushed to California to mine for gold in the hopes of getting rich. These people were called the **forty-niners** because they arrived in California in 1849. Gold was also discovered in Colorado in 1858. The people who searched for this gold were called **fifty-niners**, or Pike's Peakers.


forty-niner

Another gold strike took place at the Comstock Lode in Nevada, which produced over $300 million in silver and gold. Between 1860 and 1890, $340 million in gold and silver was mined in California, Colorado, and Nevada.

Summary

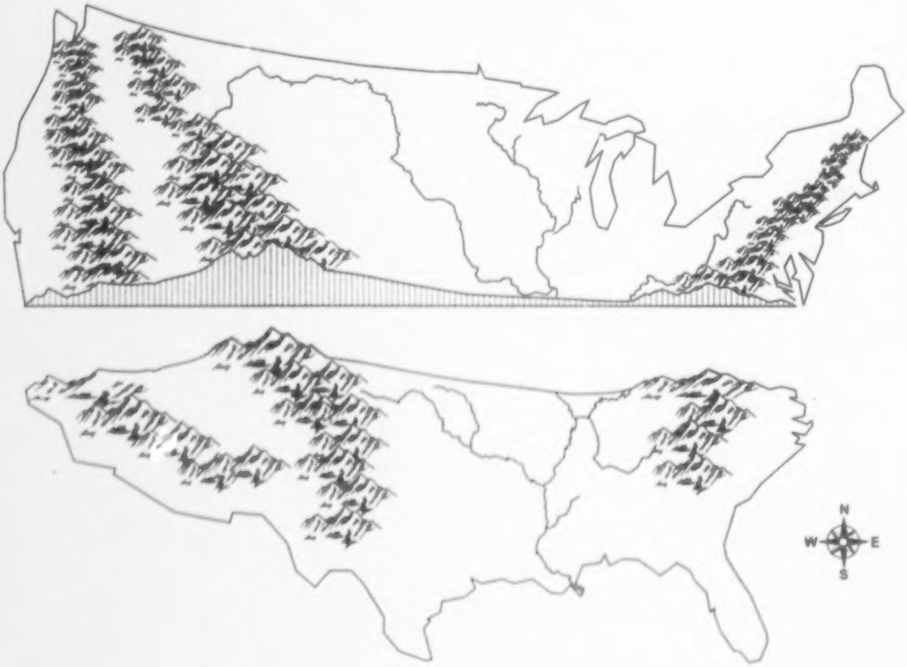
Native Americans were the first people to live in the West and particularly on the Great Plains. When people in the eastern United States began to move west to mine, farm, and raise cattle, they drove the Native Americans from their homeland. Many Native American tribes depended on the buffalo, but the buffalo were all but wiped out by white people. The United States Army battled Native Americans and eventually forced them to live on reservations.

The transcontinental railroad transported many people from the eastern part of the country to the Great Plains and the West Coast. Many people moved west to mine for gold. Others moved to the Great Plains to farm or raise cattle. Farmers and cattle ranchers fought over how the land was to be used. Eventually, the farmers succeeded in fencing their land in and stopping cattle from grazing and roaming freely across the land.

Practice

Use the **topographical map** *of a* **cross-sectional cutout** *of the* **United States, previous maps,** *and the list below to write the names of these* **landforms** *and* **waterways** *on the map.*

Appalachian Mountains
Atlantic Ocean
Great Lakes
Great Plains
Mississippi River
Missouri River
Pacific Ocean
Rocky Mountains
Sierra Nevada Mountains



Practice

Use the **map** *of the* **United States** *on the previous page and* **other sources** *to answer the following using short answers.*

1. Which mountain range lies along the East coast (or Atlantic coast)?

   ____

2. What mountain range lies along the West coast (or Pacific coast)?

   ____

3. Compared to the Rocky Mountains, are the Sierra Nevada Mountains higher or lower in land elevation? ____________________

4. Of the three mountain ranges shown on the map, which is the highest in the United States? ______________________________

5. Between which two mountain ranges are the Great Plains located?

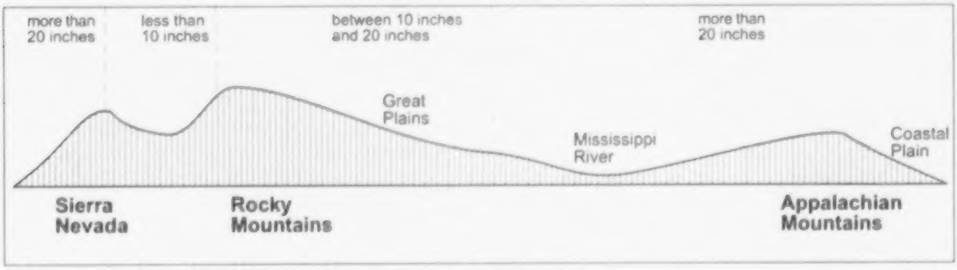
   ____

6. Which important river borders the Great Plains on the east?

   ____

Practice

Use the **data** *on* **rainfall** *across the* **United States** *below to answer the following using short answers.*


more than 20 inches
less than 10 inches
between 10 inches and 20 inches
more than 20 inches
Great Plains
Mississippi River
Coastal Plain
Sierra Nevada
Rocky Mountains
Appalachian Mountains

Rainfall Cross-Section of the United States

1. How much rainfall is there along the Atlantic and Pacific coastlines each year? ______________________________
2. How many inches of rain are received each year on the Great Plains between the Rocky Mountains and the Mississippi River? ________
3. Compared to the Atlantic coast, does the Great Plains receive more or less rain? ______________________________
4. Compared to the Great Plains, does the region between the Sierra and Rocky Mountains receive more or less rain? ______________
5. What is probably the driest region in the United States? ________

____

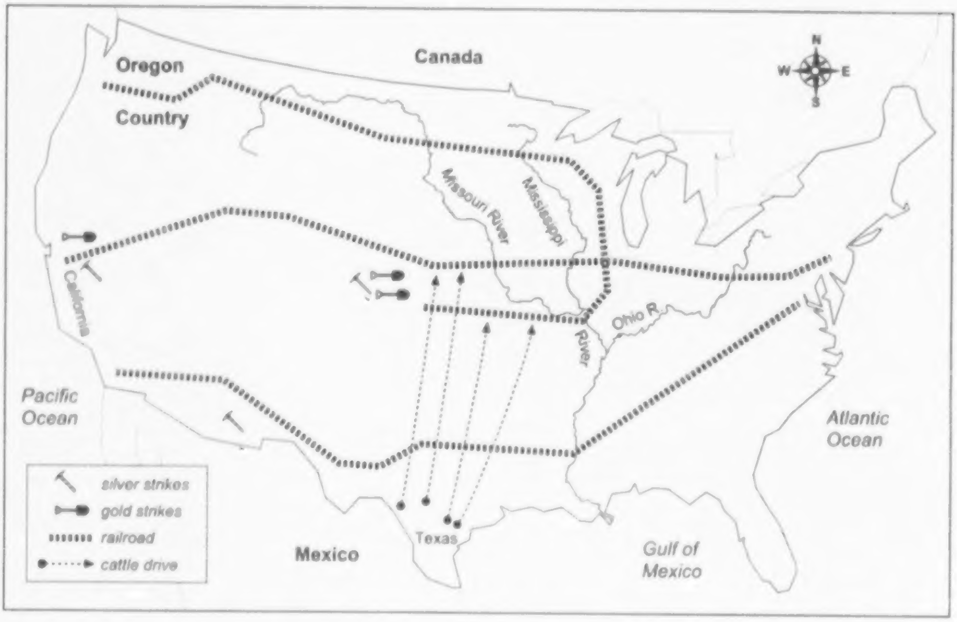
Practice

Use the **maps** *of the* **United States** *and* **rainfall cross section** *to answer the following.*

Pretend you are a settler traveling to California to find gold. What are some of your thoughts as you consider the journey? For what dangers do you need to be prepared?

Practice

Use the **map below** *and* **previous maps** *to answer the following using short answers.*


Oregon
Country
Canada
N
W
E
S
Missouri River
Mississippi
River
Ohio R.
California
Pacific Ocean
Atlantic Ocean
Texas
Mexico
Gulf of Mexico
silver strikes
gold strikes
railroad
cattle drive

1. How many transcontinental railroads are shown on the map? _____

2. Name one major river that all the transcontinental railroads crossed.

3. Name two mountain ranges where there were gold strikes.

4. In which state did most cattle drives begin? ____________________

5. In which direction did the cattle drives travel? ____________________

6. Name the river that empties into the Mississippi from the east.

____

7. Name the river that empties into the Mississippi from the west.

____

8. Name the large land area in the middle of the United States. ______

9. What country is located north of the United States? ______________

10. What country is located south of the United States? ______________

Practice

Use the list below to complete the following statements.

barbed wire
gold and silver
Homestead Act
immigrants
Irish and Chinese
long drive
reservations
settlers
transcontinental railroad
wagon trains

1. Before 1848, there were few ____________________ west of the Mississippi River.
2. ____________________ were the main transportation for settlers going West before the transcontinental railroad was built.
3. Americans feared Native Americans and forced them to live on ____________________ .
4. A major purpose of the ______________________________ was to encourage people to settle the West.
5. The ____________________ ______________ provided transportation from the East to the West coast.
6. Cheap land brought many ____________________ to the United States from Europe.
7. Much of the work of building railroads was done by ____ immigrants.

8. On a ____________________ cattle were herded to railroads for shipment to eastern cities.

9. The discovery of ____________________ caused many people to move West.

10. The open range ended when settlers built fences with ____________________ .

Practice

Answer the following using short answers.

1. Under the Homestead Act passed in 1862, how long did a person have to live on the land to make it his own? ____________________

   ____

2. How was the railroad important to both the western farmer and rancher? ____________________

   ____

3. Why did the farmer and rancher fight each other in range wars?

   ____

   ____

4. What two reasons can you give to explain why the western Native Americans fought American settlers? ____________________

   ____

   ____

5. How did Americans treat the Native Americans after the Battle of the Little Bighorn? ____________________

   ____

6. When did the Native Americans finally receive American citizenship? ____________________

   ____

Practice

Match each **effect** *with the correct* **cause**. *Write the letter on the line provided.*

effect

_____ 1 Thousands of farmers left their western farms.

_____ 2. Cattle were shipped back to eastern cities.

_____ 3. Boom towns grew around new mines.

_____ 4. Ranchers and farmers fought.

_____ 5. Native Americans were forced onto reservations.

cause

A. Farmers built barbed-wire fences.

B. Drought and insects destroyed the crops.

C. American settlers wanted more land.

D. Beef was needed to feed a growing population.

E. Many people went West to find gold.

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. a way of plowing to preserve water in soil

_____ 2. a town that grows very fast (a phrase usually affiliated with mining towns)

_____ 3. the ruthless killing of a large number of people

_____ 4. early American settlers in the West

_____ 5. individual who searches for large deposits of gold, silver, copper, and other valuable minerals

_____ 6. people who went to California in search of gold in 1849

_____ 7. a Native American ritual to help restore tribal life, popular among the Sioux prior to the Battle of Wounded Knee

_____ 8. belief that the United States would one day extend its borders from the Atlantic Ocean to the Pacific Ocean

_____ 9. people who went to Colorado in search of gold in 1859

_____ 10. a law that gave Native Americans the right to own property

_____ 11. a vast area of unfenced land

_____ 12. herding cattle from the Texas plains to railroads in Missouri and other Midwest states for shipping to eastern cities

A. boom town

B. Dawes Act

C. dry farming

D. fifty-niners

E. forty-niners

F. Ghost Dance

G. long drive

H. manifest destiny

I. massacre

J. open range

K. pioneers

L. prospector

Practice

Use the list below to write the correct term for each definition on the line provided.

assimilation
barbed wire
Battle of the Little Bighorn
Battle of Wounded Knee
Great Plains
Homestead Act
homesteader
Morrill Land Grants Act
reservations
transcontinental
wagon trains

_______________ 1. a minority group's adoption of beliefs and way of life of the dominant culture

_______________ 2. fence wire having sharp, evenly spaced points

_______________ 3. 1876 battle in Montana in which the Sioux defeated the United States Army

_______________ 4. special homelands set aside for Native Americans

_______________ 5. reaching across a continent

_______________ 6. covered wagons, pulled by horses or oxen, that traveled west together

_______________ 7. vast area of flat land in the west-central United States

_______________ 8. 1862 law that gave 160 acres of land to a person who would improve it

_______________ 9. a person or family who received land from the United States government in return for farming it

_______________ 10. 1890 battle in South Dakota in which 300 unarmed Native Americans were massacred by United States soldiers

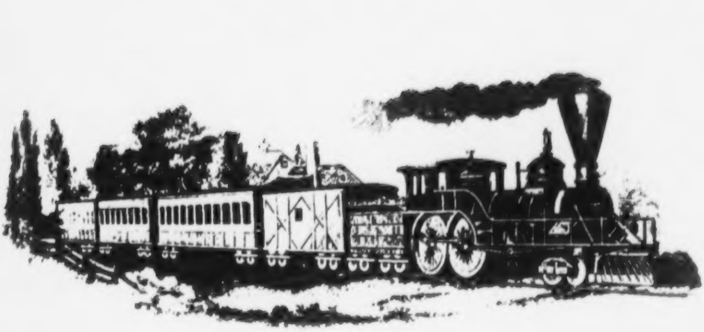
_______________ 11. laws made in 1862 and 1890 to create agricultural colleges by giving federal land to the states

Unit 6: Development of Industrial America (1865-1925)

This unit emphasizes the causes of the Industrial Revolution and its effects on the nation.

Unit Focus

- the role of inventions and technological developments in the growth of factories
- reasons United States became an industrial nation
- changes in business ownership and formation of corporations
- impact of big business, reforms, and antitrust laws during presidencies of Theodore Roosevelt and William Howard Taft



Vocabulary

Study the vocabulary words and definitions below.

assembly line	arrangement of workers and equipment that permits a product to pass from one worker to another until it is completed
corporations	large businesses formed by people pooling their money to produce goods
division of labor	having different workers complete a single step in the production process
industrial nation	a country in which more goods are produced by machine processes than by hand
interchangeable parts	standardized parts made by machine that can be used in place of one another
invest	to purchase a share (piece) of a company with the expectation of making a profit
monopoly	the control of a product, service, or industry by one company
natural resources	raw materials that come from the earth, used for producing products or energy
profits	money earned from investments in a company

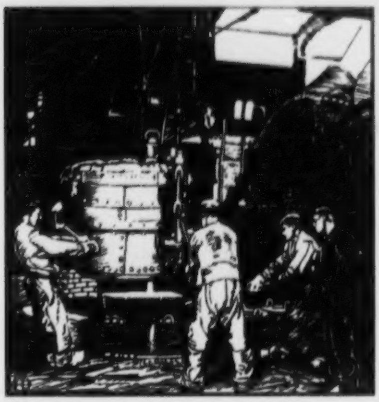
reform	to change a situation by making it better
rural	relating to the country, country people, or agriculture
Sherman Antitrust Act	law that gave government the right to break up trusts; outlawed monopolies and trusts that interfered with free trade
trusts	a group of corporations joining together to reduce or eliminate competition
urban	relating to the city or city proper

Who's Who in Development of Industrial America

Alexander Graham Bell
Andrew Carnegie
John Deere
Thomas Edison
Oliver Evans
Elias Howe
Cyrus McCormick
J. P. Morgan
Samuel B. Morse
John D. Rockefeller
Theodore Roosevelt
William Howard Taft
Cornelius Vanderbilt
Eli Whitney

Introduction

Before the Civil War ended in 1865, most Americans lived in **rural** areas away from the cities and made their living in agriculture, or farming. When the war came, the North built many new factories to make the products needed to fight the war. When the war was over, the factories continued to grow and produce goods for peacetime use.



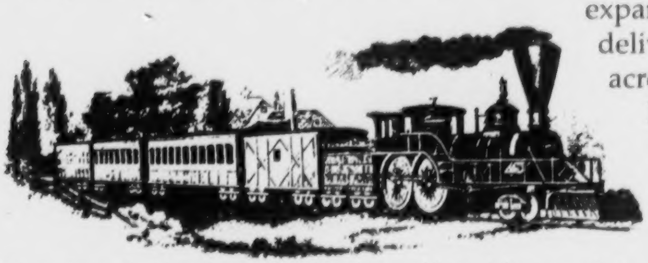
Many people left their rural homes and moved to the cities to work in factories.

After the Civil War, many people left their rural homes and moved to the cities to work in factories. As more factories were built and more people were needed to work in them, cities, or **urban** areas, developed. Consequently, between 1865 and 1915, the United States changed from an agriculture nation to an **industrial nation**. An industrial nation is one in which most goods are produced by machines in factories, rather than by hand.

Why American Industry Developed

There were many reasons why the United States was able to become an industrial nation. First, the United States had many **natural resources** for use in making products and fuel for machines. Examples of these resources included coal and oil (to make fuel), iron (to make steel), and forests (to make wood products).

Second, the United States had a growing population. There were enough workers to fill the new jobs in the factories. More people also meant that more goods (such as shoes) were needed. Third, the railroad system expanded and was able to deliver goods to cities across the United States. Fourth, new inventions increased the speed and lowered the cost of factory production.



The system of railroads expanded and was able to deliver goods to cities across the United States.

The Role of Inventions

Eli Whitney

Many inventions that played an important part in the growth of the factory system came before the Civil War. For example, in 1793, *Eli Whitney* invented the cotton gin, and in the early 1800s, he introduced the idea of using **interchangeable parts** in the production of muskets. The separate production of precision-made parts in mass quantities permitted workers to build or repair a product or machine quickly using readily available parts.

In 1804 *Oliver Evans* invented the conveyor belt. Years later this invention would be used in **assembly lines**. A part of a product, for example an automobile frame, could be put on a power-driven belt. As the frame passed workers, each one added a particular part, such as a wheel or a door. A production process like this one, with different workers completing single steps, is called assembly-line production. This new way of working requires a **division of labor**, with workers responsible for one task, not the whole product. While helpful in the development of industries, this system had its drawbacks. Repeating the same task over and over again was less interesting to most workers than doing more complicated tasks.

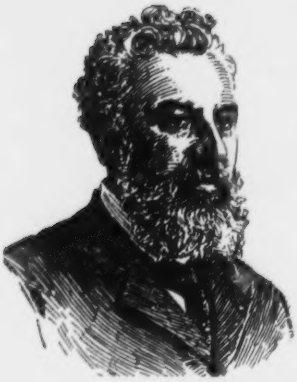
Elias Howe

Most factories eventually began using the assembly line method. This method of mass production could produce large quantities of products. Because the price of these products was lower than those made by hand, many more people could afford them.

Many other new machines invented in the 19th century made producing goods more efficient. For example, in 1846, *Elias Howe* invented the sewing machine. Before then, all sewing was done by hand. Howe's machine made the ready-made clothing industry possible.

Samuel B. Morse

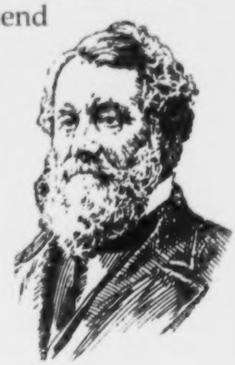
Samuel B. Morse invented the telegraph (1837); *Alexander Graham Bell* invented the telephone (1876). These two inventions made it possible for people to



Alexander Grahan Bell

communicate quickly over great distances. *Thomas Edison* developed a long-lasting electric light in 1879. Edison's invention improved conditions in factories, homes, and cities. Electric light also allowed people to extend their days at work and home.

Meanwhile, new inventions helped farmers produce more food. *John Deere* made the first all-steel plow in 1837. In 1834 *Cyrus McCormick* invented a mechanical reaper, and in 1847 put his reapers into mass production. Factory owners and farmers quickly understood the value of using machinery to produce goods.



Cyrus McCormick

Inventions—Changing Lives in America

Inventions	Date	Inventors
cotton gin	1793	Eli Whitney
conveyor belt	1804	Oliver Evans
mechanical reaper	1834	Cyrus McCormick
telegraph	1837	Samuel B. Morse
all-steel plow	1837	John Deere
sewing machine	1846	Elias Howe
typewriter	1867	Sholes, Soule, and Glidden
telephone	1876	Alexander Graham Bell
phonograph	1877	Thomas Edison
electric light bulb	1879	Thomas Edison
railroad sleeping car	1880	George M. Pullman
gasoline automobile	1893	Charles Duryea
paper clip	1900	Johan Vaaler
cellophane	1912	Jacques Brandenberger

Development of Corporations

Building factories is very expensive. Before the Civil War, most factories were owned by a single person, or by partners. During and after the war, however, many people pooling their money to form businesses called **corporations**.

People could **invest** in, or buy shares, in corporations. Investors earned **profits** when the corporations were successful. Profit is the money left after expenses are paid. Industry grew in the United States because people were willing to invest their money in new factories and because new technology made producing good easier.

Large corporations built factories that could mass produce goods and sell them at lower prices than small businesses could. Consequently, smaller businesses often could not compete with these large corporations. Many owners had to sell their smaller businesses to larger corporations to avoid losing money and going out of business.

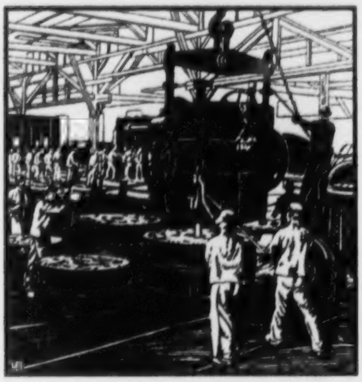
To make more money, some owners bought the companies that were in competition with them. Some of these resulting corporations became rich and very large. These huge corporations were called **trusts**. A trust is a corporation that controls many businesses. In some cases, trusts controlled most of the production of certain products such as steel or oil. An example of a trust is the Standard Oil Trust. It was started by *John D. Rockefeller* in 1882. By 1890 the Standard Oil Trust controlled 90 percent of the oil business in the United States.

Rockefeller started the Standard Oil Trust by buying oil refineries. An oil refinery processes oil into products such as kerosene and gasoline. Rockefeller soon owned most of the refineries in the country. He then started buying oil wells and other property used in the oil business. Eventually, he owned most of the oil and machinery needed to process oil.

Anyone who wanted to buy oil products had to buy from the Standard Oil Trust because Standard Oil had developed a **monopoly** on the oil business. A monopoly is the control by one company of all or most of a particular product or service offered for sale.

The Standard Oil Trust used its power and money to make special deals with other businesses. For example, it arranged deals with railroads to carry only its oil products or to carry Standard Oil products at a reduced fee. The profits from the Standard Oil Trust made Rockefeller one of America's first millionaires.

Andrew Carnegie was another wealthy businessman who developed a monopoly. At age 13, Carnegie came with his parents from Scotland to the United States. He invested the money he saved from working into the steel business. By 1900 the Carnegie Steel Company made most of the steel in the United States and earned 40 million dollars.



steel workers

In 1901 Carnegie sold his company to *J. P. Morgan*, a rich banker, for 500 million dollars. Morgan renamed the company the United States Steel Corporation. It soon produced 60 percent of the nation's steel.

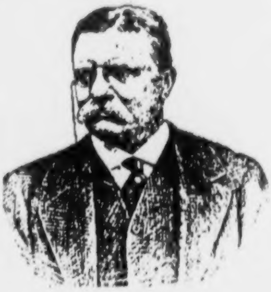
Trusts and monopolies grew in other businesses also. There were sugar trusts and coal trusts. *Cornelius Vanderbilt* started a trust in the railroad business. The trusts became wealthy and powerful business organizations that made their owners the richest men in the world.

These businesses used their power freely and eventually influenced American government. They used their wealth to help elect people to office who would vote in their favor, such as United States Congressmen and even the President of the United States. By 1890 the men who controlled the trusts had as much power as, or sometimes even more power than, the President.

Reform of the Trusts

Little by little, people began to complain about the power of the monopolies. They demanded **reforms** in the way big business operated. Reform means to change a situation and make it better. Finally, Congress had to take action because many trusts were accused of corruption. Congress passed a series of reform laws against huge trusts. These reforms were called *antitrust laws*.

In 1890 Congress had passed the **Sherman Antitrust Act**. This act gave the government the authority to break up trusts. The federal government, however, was slow to enforce many of the reform laws. In 1902 President *Theodore Roosevelt* began to use the laws to break up trusts. He became known as the *trustbuster* because of his goal to eliminate trusts.



Theodore Roosevelt

Roosevelt's successor, *William Howard Taft* continued the attack on trusts. Because of reform laws, Standard Oil was divided into 33 smaller companies. Other large trusts such as the American Tobacco Company also were divided into smaller companies.

William Howard Taft

Summary

Different inventions and technological developments, such as interchangeable parts, enabled factories to mass produce products quickly and cheaply. Between 1865 and 1925, the factory system transformed the United States from an agriculture or farming nation into an industrial nation. Some factories needed money from more than just one or two businessmen. Many people put their money together and formed corporations to produce products such as steel or oil. Some corporations developed monopolies on products or services and eventually gained control over politicians. Finally, Congress passed antitrust laws against these large corporations known as trusts.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. money earned from an investment

______ 2. change a situation by making it better

______ 3. having control over all, or most, of a product or service

______ 4. a country in which most goods are produced by machines, rather than by hand

______ 5. a large business formed by people pooling their money

A. corporation

B. industrial nation

C. monopoly

D. profit

E. reform

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. each worker completes a specific part of a product

_____ 2. an arrangement of workers and machines to complete a product

_____ 3. relating to cities or city people

_____ 4. goods which come from the earth; they are not manmade

A. assembly line

B. division of labor

C. natural resources

D. urban

Use the list below to write the correct term for each statement on the line provided.

assembly line
division of labor
natural resources
urban

____________________ 5. John's job was to put gears on the machine, while Jack attached the bolts.

____________________ 6. As the conveyor belt passed their work stations, the workers performed their assigned tasks.

____________________ 7. The Jones family lives in a large city where there are many factories.

____________________ 8. Gold and silver were mined in the mountains.

Practice

Match each **contribution** *with the correct* **person**. *Write the letter on the line provided.*

______ 1. I started a powerful railroad trust.

______ 2. I invented the cotton gin and introduced the idea of interchangeable parts in the production of muskets.

______ 3. My sewing machine changed the way clothes were produced.

______ 4. I created the Standard Oil Trust.

______ 5. My harvesters and reapers helped farmers grow more crops.

______ 6. My time and money were invested in the steel industry.

______ 7. I invented the telephone.

A. Alexander G. Bell

B. Andrew Carnegie

C. Elias Howe

D. Cyrus McCormick

E. John D. Rockefeller

F. Cornelius Vanderbilt

G. Eli Whitney

Practice

Each **person** *below made an important* **contribution** *to the American way of life during the* **Industrial Revolution**. *Write one contribution of each individual on the line provided.*

1. Andrew Carnegie ______________________________
2. John Deere ______________________________
3. Thomas Edison ______________________________
4. Oliver Evans ______________________________
5. Elias Howe ______________________________
6. J. P. Morgan ______________________________
7. Samuel Morse ______________________________
8. John D. Rockefeller ______________________________
9. Cornelius Vanderbilt ______________________________
10. Eli Whitney ______________________________

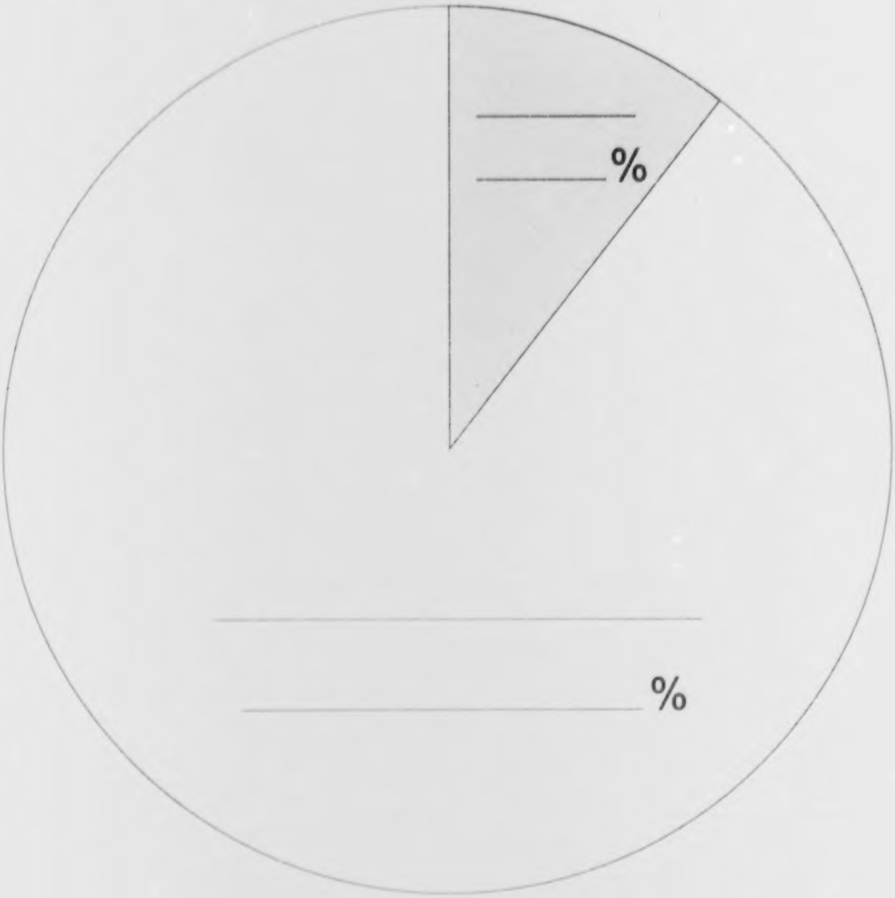
Practice

Circle the letter of the correct answer.

1. Before the Civil War, most people made a living by ____________ .
   - a. working in factories
   - b. working on farms
   - c. investing in corporations
2. After the Civil War, many people moved to ____________ .
   - a. urban areas
   - b. rural areas
   - c. forests
3. A trust is best described as a(n)____________ .
   - a. collection of corporations
   - b. small business
   - c. agreement between small and large businesses
4. An example of a natural resource is ____________ .
   - a. a factory
   - b. coal
   - c. a factory worker
5. Antitrust laws were intended to ____________ .
   - a. reform businesses
   - b. reduce businesses
   - c. relocate businesses
6. Standard Oil was a monopoly because ____________ .
   - a. it did not control all oil products
   - b. it controlled most oil products
   - c. it used interchangeable parts

Practice

Use the **pie graph** *below to correctly label and to write the* **percentage of oil** *controlled by* **Standard Oil** *and the percentage left for* **other** *oil companies.*



Practice

Use the **pie graph** *on the previous page to circle the letter of the correct answer.*

1. Compared to other oil businesses, Standard Oil's control over the oil industry was ____________ .
   - a. much less
   - b. about the same
   - c. much greater
2. Compared to other oil businesses, Standard Oil's power over government was ____________ .
   - a. much less
   - b. about the same
   - c. much greater
3. Compared to Standard Oil, the profits of other oil businesses probably were ____________ .
   - a. much less
   - b. about the same
   - c. much greater
4. After antitrust laws were passed, the size of Standard Oil became ____________ .
   - a. much larger
   - b. stayed the same
   - c. much smaller
5. ____________ percent of oil business was controlled by the Standard Oil Trust.
   - a. Ninety
   - b. Ten
   - c. An unknown
6. ____________ percent of business was left over for all other oil companies.
   - a. An unknown
   - b. Ninety
   - c. Ten

Practice

Use the list below to write the correct term for each definition on the line provided.

assembly line
corporations
division of labor
industrial nation
interchangeable parts
invest
monopoly
natural resources
profits
reform
rural
Sherman Antitrust Act
trusts
urban

_______________________ 1. a country in which more goods are produced by machine than by hand

_______________________ 2. a group of corporations joining together to reduce or eliminate competition

_______________________ 3. arrangement of workers and equipment that permits a product to pass from one worker to another until it is completed

_______________________ 4. large businesses formed by people pooling their money to produce goods

_______________________ 5. law that gave government the right to break up trusts

_______________________ 6. money earned from investments in a company

_______________________ 7. standardized parts made by machine that can be used in place of one another

_______________________ 8. having different workers complete a single step in the production process

____________________ 9. raw materials that come from the earth, used for producing products or energy

____________________ 10. relating to the city or city proper

____________________ 11. relating to the country, country people, or agriculture

____________________ 12. the control of a product, service, or industry by one company

____________________ 13. to change a situation by making it better

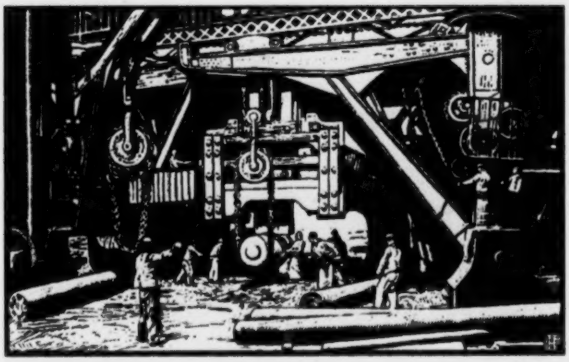
____________________ 14. to purchase a share (piece) of a company with the expectation of making a profit

Unit 7: Problems in Industrial America (1867-1935)

This unit emphasizes economic, political, and social problems caused by the Industrial Revolution.

Unit Focus

- problems of farmers and industrial workers
- how farmers organized to pass laws
- how industrial workers organized to form unions
- reasons many immigrants came to America
- reasons labor force was greatly increased
- reasons urban growth became a major problem



Vocabulary

Study the vocabulary words and definitions below.

alliance	an agreement between two or more countries, groups, or people to work together
American Federation of Labor (AFL)	a national labor union consisting of skilled workers
blacklist	a list of workers whom companies refuse to hire
collective bargaining	a discussion between union leaders and employers about conditions of employment
Congress of Industrial Organizations (CIO)	group that helped different industrial unions organize themselves
Grange	an organization of farmers
Granger Laws	laws to regulate big businesses and protect the farmers
Knights of Labor	an early national union composed of skilled and unskilled workers
labor unions	worker organizations
new immigrants	immigrants to the United States from Southern and Eastern Europe during the industrial period

Populists	a political party whose aim was to improve life for all Americans, including farmers
strike	when employees stop working in protest against a company
surplus	an amount greater than what is used or needed; an excess amount
tenements	old apartment buildings
Wagner Act	law passed in 1935 which made it legal for workers to join labor unions
yellow-dog contract	an agreement by workers not to join labor unions

Who's Who in Problems in Industrial America

Samuel Gompers

John L. Lewis

Terence V. Powderly

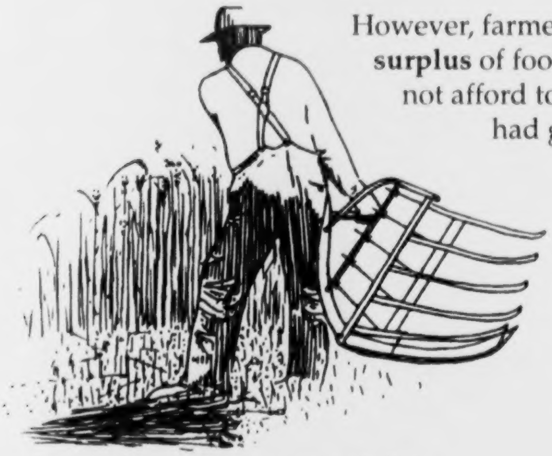
Introduction

The industrial age caused many problems for both farmers and factory workers. Farmers were able to increase their production of crops, but they were unable to sell all of them. Farmers had to depend on railroads to deliver their crops to cities and towns. Factory workers often had to work for low wages and in unsafe and dismal factories. For many years after the Civil War, factory workers had little choice but to accept what factory owners and managers were willing to offer.

To improve their situations, both farmers and factory workers organized. Farmers joined together to get their state and national governments to protect them from the unfair practices of big business. Similarly, factory workers organized **labor unions** to represent them in their attempts to gain higher wages and better working conditions.

Problems of the Farmer

Farmers benefited from early industry. They used new tools such as steel plows and reapers to farm their lands more quickly. Eventually, the horses that pulled these plows and reapers were replaced by engine-powered machines. These new ways of farming, as well as the movement West to vast new farmlands, meant that farmers were able to grow more crops than before.



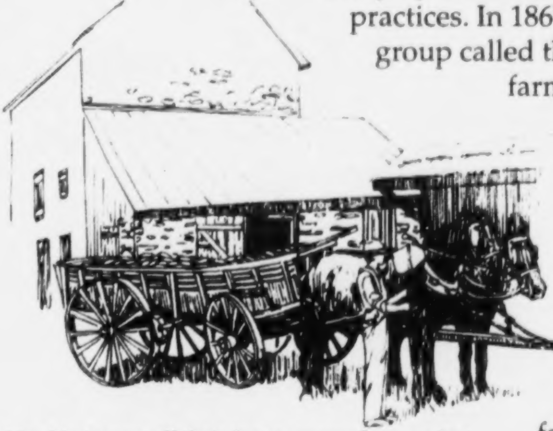
Farmers benefited from new tools that replaced manual equipment.

However, farmers found themselves with a **surplus** of food for sale because people could not afford to buy all the food the farmers had grown. With too much food available, the price the farmers could get for their crops went down. In addition, the farmers had to ship their crops by railroad. The railroads often cheated farmers by overcharging them for transporting crops.

Many farmers had borrowed money at high interest rates from banks to buy machinery, land, and seed. Unable to pay off their loans, many farmers lost their land to the banks and had to move to the cities to work in factories.

The Farmers Organize

Farmers decided to work together to keep their lands from being taken away by banks and to stop unfair railroad practices. In 1867 farmers organized into a group called the **Grange**, a French word for farm. The *Grangers* elected men to government office who helped pass state laws that regulated big businesses, especially railroads, from unfair practices against farmers. Although the **Granger Laws** were not effective in changing the way big business treated farmers, the farmers saw that by joining together they could be heard by state legislators.



Unable to pay off their loans, many farmers lost their land to the banks.

Farmers continued to organize after the Grange failed. In the 1880s and 1890s, they formed **alliances**. With over three million members, the alliances had a strong voice in political elections. In 1891 farmers formed a new political party called the **Populists**, from the Latin word *populus*, meaning *people*. For almost 20 years, the Populists played an active role in representing the needs of farmers and other citizens against the interests of big business.

Problems of Industrial Workers

Industrial workers also had problems with big business. Men, women, and children were required to work 12 to 14 hours a day, six days a week. Wages were low. Skilled laborers earned $2.00 a day, while skilled laborers earned about $1.25 per day. Children and women seldom earned over $4.00 a week.

Many laborers worked in unpleasant and dangerous situations. There were few rest breaks while working and no toilet facilities. Machinery had no safety devices, and factory lighting was very poor. Workers had no organization to protect themselves from these conditions.

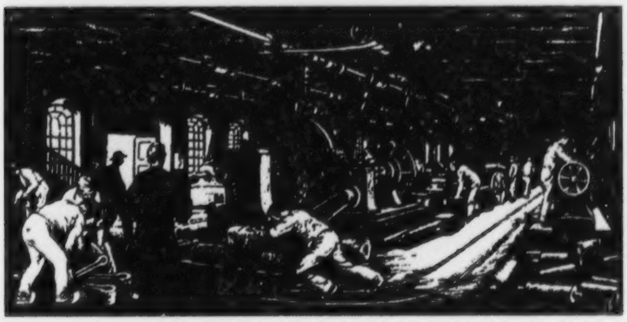
Meanwhile, some companies were growing increasingly wealthy and powerful. They often built and owned entire towns. These companies owned the houses workers lived in, as well as the stores where workers spent their wages on food, clothing, and other goods. These companies often controlled the town governments. If a worker complained about his situation, he could be fired. When that happened, he also lost a place to live.

The Rise of the Labor Unions

Industrial workers decided to organize. They could then pressure companies into providing better pay and working conditions. The workers used several methods to force businesses to recognize their problems.

One method was the **strike**. A strike occurs when employees stop working as a way of protesting their low wages or working conditions. Strikes can cause a factory to reduce production or even to close down entirely. Consequently, the factory loses a lot of money when workers strike.

At first, the United States government was on the side of the businesses. Governors often sent in the state militia to break, or end, a strike. The President of the United States even sent the United States Army to break some of the strikes. Some of the strikes became very violent, and workers often were injured or killed by private detectives hired by factory owners or by state or national militia sent in to break the strike. Even though they faced injury or death, workers used strikes as an important weapon to improve their life in the factories.



Industrial workers decided to organize.

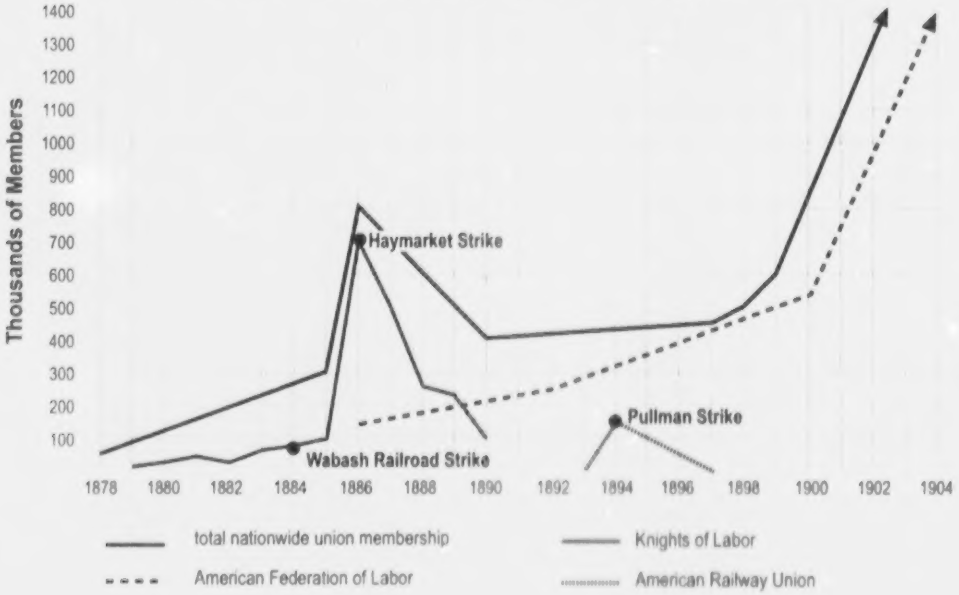
One form of organization the workers used was the *labor union*. Unions had leaders who presented workers' grievances, or complaints, in talks with factory owners and managers.

The **Knights of Labor** was an early national labor union. Organized in 1869 shortly after the Civil War, the union admitted all workers—men, women, African Americans, whites, and skilled and unskilled laborers. Under the leadership of *Terence V. Powderly*, membership in this union grew from 9,000 to 700,000 workers.

The Knights of Labor won a few strikes against the railroads and forced some businesses to improve conditions in their factories. In 1886, however, fighting broke out during a strike in Chicago. Several workers and policemen were killed in the battle that was called the *Haymarket Square Riot*. When the Knights of Labor were blamed for the violence, many workers left the union. Eventually this union lost power and fell apart.

Another early national union in the history of American labor was the **American Federation of Labor** (**AFL**), organized by *Samuel Gompers*. This union consisted of separate smaller unions that represented craft workers. *Craft* means *skill*, and the AFL accepted only skilled workers such as railroad workers and mine workers. This union helped skilled workers get higher wages and shorter working hours. The AFL is still a major labor union today, having joined with the **Congress of Industrial Organizations** (**CIO**) in 1955 to become the AFL-CIO (see page 210).

The Growth of Union Membership, 1878-1904



Other unions followed the AFL. Some unions worked to pass child labor laws. Children often worked as hard and as many hours as adults did, yet they received the lowest pay. In 1879 Congress passed the first child labor law, limiting children from working more than 60 hours a week. Other laws restricted children from working at dangerous jobs. It was not until the late 1930s, however, that all states had child labor laws that included age restrictions.

Unions had weakened the control factory owners had over workers. The owners claimed that workers did not have the right to organize and make demands on business. Business leaders wanted to force workers not to join unions.

One way businessmen tried to control unions was through the **yellow-dog contract**. By signing a yellow-dog contract, the worker promised not to join a union. Another way businessmen tried to limit the unions was the **blacklist**. This list contained the names of workers who joined unions. Factory owners and managers passed this list to one another. If a worker's name was on the list, he or she would not be hired.

Some Americans did not like unions. They blamed unions for the violent strikes and riots, and for the higher prices of products. They agreed that workers had no right to make demands of business. But the growth of unions continued, and workers continued to improve their working conditions.

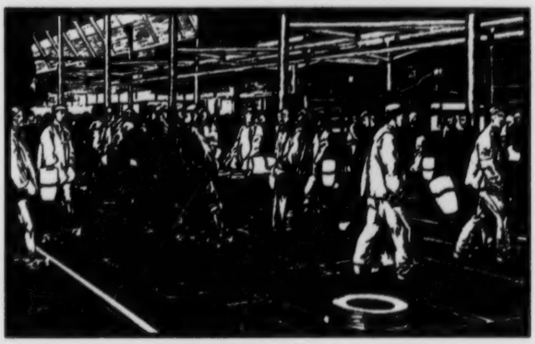
Attitudes toward Unions Change

By 1900 public attitudes toward labor changed. People and government accepted the right of labor to organize. In 1894 Congress declared *Labor Day* a legal holiday to honor workers. This did not mean that employers stopped fighting organized labor. But labor had made great strides toward public recognition.

In 1935 Congress passed the **Wagner Act**. This law guaranteed the workers' right to join unions. It ended the use of blacklists and yellow-dog contracts.

Following the Wagner Act, a new kind of union was formed. This was the industrial union. An industrial union represents all the workers in one type of industry. For example, workers with General Motors, Ford, or other motor companies could join the United Auto Workers of America.

Workers in the steel industry could belong to the United Steel Workers. These industrial unions are called the Congress of Industrial Organizations (CIO). The first CIO leader was *John L. Lewis*.



steel workers

In 1955 the AFL and the CIO joined together to form the powerful AFL-CIO. Today, they represent most of the labor unions in the United States.

The major weapon of labor against management today is **collective bargaining**. In collective bargaining, union leaders discuss the conditions of employment with employers. If an agreement is not reached, however, workers may strike.

The rise of labor unions has been an important event in American history. Although they were often opposed by citizens and government, labor unions have survived to become powerful representatives of workers. They provide the American worker with ways to get fair wages and safe working conditions.

Immigration Increased the Labor Force

An *immigrant* is a person who settles in a new country. Before 1890, most people who immigrated to the United States were from Northern and Western Europe. These *old* immigrants came from such countries as England, Ireland, Germany, and Scandinavia. Many of these workers spoke English and had skills or trades valuable to business and farming.

Between 1890 and 1920, thousands of foreigners began to arrive in the United States. They were called the **new immigrants**. People from countries such as Italy, Greece, Poland, and Russia arrived on the East Coast. Many immigrants on the West Coast came from Asia. These *new* immigrants were in many ways different from the *old* immigrants. These differences would create new problems in the cities and in labor.

Many of the new immigrants lived and worked in American cities. Most of them spoke no English and were very poor. Entire families had to share small rooms in **tenements**, or old apartment buildings. Life was not comfortable for them, but they wanted to become Americans.

The new immigrants quickly entered the labor force. They, too, worked long hours for low pay. An immigrant who had a skill had a better chance of getting a good job. But an unskilled immigrant had to take any job he or she could find. The unskilled immigrant had to compete with other unskilled—but native born—Americans. Older Americans and industry often discriminated against the new immigrants.

Problems of Urban Growth

Cities were ill prepared to handle these new arrivals. Neighborhoods became crowded and dirty. Most cities did not have sewers or clean drinking water. By 1900 about half of all Americans lived in cities and towns. Rapid urban growth had become a major problem in industrial America.

Summary

Farmers joined forces to increase their power and solve their problems. Eventually, they were able to get laws passed that protected them from unfair practices by big business. Factory workers also formed unions. Unions represented workers and got them higher wages and safer working conditions. In the early stages of the industrial age, big business and factory owners worked against the labor unions with the support of state and national government. However, Congress passed laws that protected workers' rights to organize. The labor force was greatly increased between 1890 and 1920 as thousands of immigrants came to the United States looking for work. Many *new immigrants* took unskilled labor jobs at low wages and lived in poor conditions.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a list of names of workers that companies refused to hire

______ 2. old apartment buildings

______ 3. government act guaranteeing a worker's right to join a labor union

______ 4. discussions between workers and business about jobs

______ 5. government acts that helped farmers

______ 6. agreement by workers not to join unions

A. blacklist

B. collective bargaining

C. Granger Laws

D. tenements

E. Wagner Act

F. yellow-dog contract

Practice

Complete the chart below.

Organizations of the Industrial Period

group	members	goals	accomplishments
AFL-CIO			
Grange			
Populist Party			
Knights of Labor			

Match each **organization** *with the correct* **founder**. *Write the letter on the line provided.*

______ 1. AFL

______ 2. Knights of Labor

______ 3. CIO

A. Samuel Gompers

B. John L. Lewis

C. Terence V. Powderly

Practice

Answer the following using complete sentences.

1. How did the railroads cause problems for the farmer? ____________

____

____

2. In what important way did the workers in the AFL-CIO differ from those in the Knights of Labor? ______________________________

____

____

3. Why did big business object to labor unions? __________________

____

____

____

4. What happened at the Haymarket Riot? ______________________

____

____

____

5. Why did government support big business and industry? ________

____

____

____

Practice

Circle the letter of the correct answer.

1. What was the attitude of most Americans toward the growth of industry?
    a. They feared industry would cause them to lose jobs.
    b. They hoped business would help them prosper.
    c. Few people wanted to take a job in industry.

2. Use of machinery in farming led to a surplus of food. What did this mean?
    a. There was not enough food for the people.
    b. Farmers had no extra food to sell to markets.
    c. More food was produced than could be used.

3. How did the banks contribute to the problems of the farmer?
    a. They charged high interest rates on loans.
    b. Banks refused to loan farmers money to buy machinery.
    c. There was not enough money in banks to help the farmer.

4. How did farmers gain power?
    a. They overthrew the government.
    b. They organized into large groups.
    c. They refused to borrow money from banks.

5. What was the main purpose of labor unions?
    a. They tried to improve working conditions.
    b. They tried to increase workers' wages.
    c. They tried both a and b.

6. How did businesses react to labor's demands?
    a. They tried to stop the growth of unions.
    b. Jobs that were dangerous to workers were ended.
    c. Businesses led strikes that closed down factories.

7. How did new immigrants compare to most older American workers?
    a. They took the best jobs.
    b. They were discriminated against.
    c. They enjoyed greater wealth.

8. Why did cities experience problems in the industrial age?
    a. Urban population remained low because few people wanted to live in cities.
    b. Employment was hard to find in the cities.
    c. Growing populations caused cities to become crowded and dirty.

Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct. If the statement is* **false**, *circle the part that makes the statement incorrect.*

__________ 1. The Granges were unsuccessful in getting the government to help them.

__________ 2. Labor unions have lost power and declined as important worker organizations.

__________ 3. Children had to work long hours in dangerous jobs during the early industrial age.

__________ 4. Most of the new immigrants came from such countries as England, Ireland, and Germany.

__________ 5. By 1900 about half of Americans lived in cities.

__________ 6. The Wagner Act was important to organized labor.

Practice

Use the list below to write the correct term for each definition on the line provided.

alliance
American Federation of Labor
new immigrants
Populists
strike
surplus
tenements
yellow-dog contract

________________________ 1. old apartment buildings

________________________ 2. an agreement between two or more countries, groups, or people to work together

________________________ 3. an agreement by workers not to join labor unions

________________________ 4. immigrants to the United States from Southern and Eastern Europe during the industrial period

________________________ 5. a political party whose aim was to improve life for all Americans, including farmers

________________________ 6. when employees stop working in protest against a company

________________________ 7. an amount greater than what is used or needed; an excess amount

________________________ 8. a national labor union consisting of skilled workers

Practice

Use the list below to write the correct term for each definition on the line provided.

blacklist
collective bargaining
Congress of Industrial Organizations
Grange
Granger Laws
Knights of Labor
labor unions
Wagner Act

________________ 1. law passed in 1935 which made it legal for workers to join labor unions

________________ 2. worker organizations

________________ 3. a discussion between union leaders and employers about conditions of employment

________________ 4. an early national union composed of skilled and unskilled workers

________________ 5. a list of workers whom companies refuse to hire

________________ 6. group that helped different industrial unions organize themselves

________________ 7. an organization of farmers

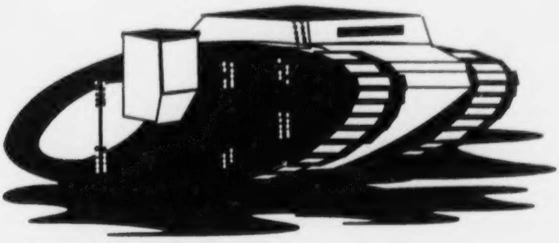
________________ 8. laws to regulate big businesses and protect farmers

Unit 8: Becoming a World Power (1867-1898)

This unit emphasizes how the United States began to look beyond its boundaries and expand its interests to make colonies of other countries and territories.

Unit Focus

- reasons the United States wanted colonies
- ways the United States gained territories in Caribbean, South America, and Pacific
- ways the United States became a world power after Spanish-American War
- examples of foreign policy concerning Hawaiian Islands during administrations of presidents Grover Cleveland and William McKinley
- examples of United States colonial policy concerning Cuba
- current status of American colonies



Vocabulary

Study the vocabulary words and definitions below.

colonial policy	plan describing how the government intends to treat its colonies
colony	a region or country controlled by another country
imperialism	the practice of establishing colonies; extending the rule of one country over other countries or colonies
manifest destiny	belief that the United States would one day extend its borders from the Atlantic Ocean to the Pacific Ocean
nationalism	loyalty and devotion to one's country
Pearl Harbor	United States naval base in Hawaii
raw materials	natural resources used in the production of goods
revolt	an uprising against authority
Seward's Folly	nickname given to Alaska at the time it was purchased from Russia; also called "Seward's Icebox"
USS Maine	United States battleship blown up in the harbor of Havana, Cuba, leading the United States to declare war on Spain in 1898

Who's Who in Becoming a World Power

Grover Cleveland

William McKinley

William Seward

Introduction

The Civil War ends.

After the Civil War, the government limited its dealings with European countries for two reasons. One, it did not trust them because during the Civil War, both Great Britain and France had supported the Confederacy. Two, the United States was busy building industries and settling land between the Atlantic Ocean and Pacific Ocean. After the United States settled the land between the oceans, however, the government began to expand its interests to the countries and territories in Latin American and the Pacific Ocean. Many Americans believed in **manifest destiny**, a doctrine that pushed them to acquire all the land on the continent. This new attitude would lead the United States to become a world power.

Reasons the United States Wanted Colonies

Imperialism

The first Americans to take an interest in expanding the United States to other countries and territories were people who had a strong belief in **nationalism**. Because of their extreme loyalty and devotion to the United States, they wanted to increase their country's power in the world. They felt that other countries should be taught to live as Americans lived. This meant establishing *colonies*. A region or country that is controlled by another country is called a **colony**.

Many Americans, however, did not want to control or rule other territories and their people. These Americans appreciated their own past. The United States had once been a colony of England and had to fight for its own independence.

By 1895, however, the reasons for practicing **imperialism**—the policy of extending one's rule over other countries by establishing colonies—began to change. European countries were quickly turning many undeveloped countries into their colonies. The United States decided that if it was to be competitive in world markets, it too would need to establish colonies.

New Markets

American farmers and businesses were producing more goods than Americans could buy. This surplus of goods, particularly in cotton, wheat, tobacco, and machinery, was made possible by the settlement of farms in the West. Labor-saving machines invented during the Industrial Revolution also helped build the surplus. Farmers and businessmen needed new markets in which to sell their surplus goods. New markets throughout the world would mean increased wealth for American producers of goods.

Natural Resources

The United States was rich in natural resources such as good soil, oil, and iron ore. However, some businessmen realized that this abundance of resources would one day run out. They saw imperialism as a way to guarantee enough resources, or **raw materials**, for the future of their industries and guaranteed markets to sell American-made goods.

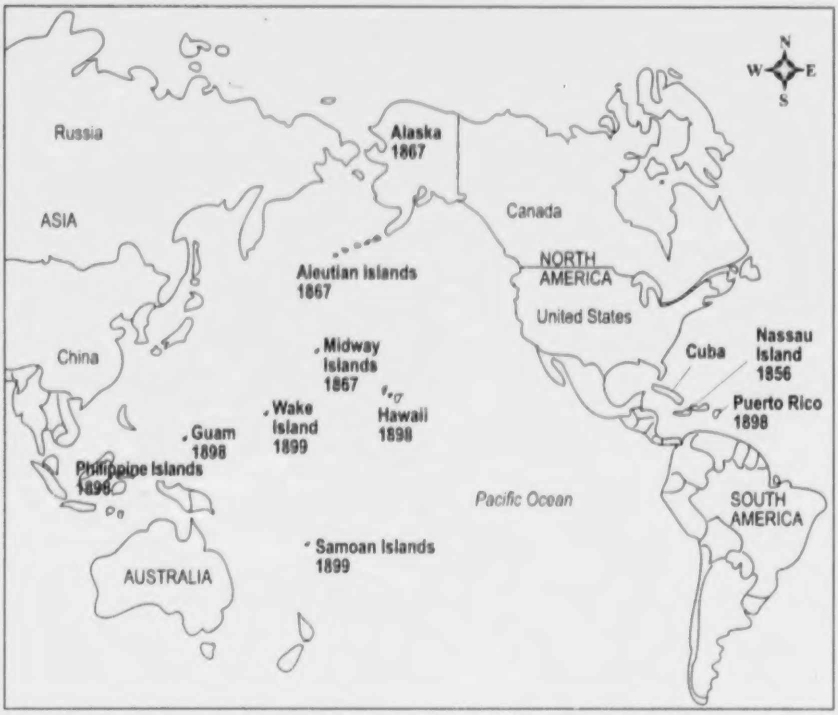
The United States was rich in natural resources such as good soil for farming.

The United States Gains Colonies

A commitment to manifest destiny, imperialism, and the need for new markets motivated the United States to expand into new territories. As early as the 1850s, attempts were made to acquire land outside the United States. Several times Americans tried, but failed, to buy Cuba and Hawaii for naval bases. Ultimately, some new territories were acquired through negotiations. Other new territories were acquired as the result of war.

Alaska

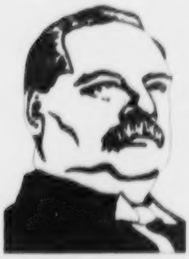
Alaska became the first colony of the United States in 1867. United States Secretary of State *William Seward* negotiated a deal to purchase Alaska from Russia for $7.2 million. Secretary Seward thought Alaska offered valuable resources and would be an important military base. Some people thought Alaska was frozen, worthless land. They made fun of Seward's purchase and called Alaska **Seward's Folly** and "Seward's Icebox." Public opinion changed, however, when gold and oil were discovered in Alaska in 1897. Alaska was a United States territory for almost 100 years. It became the nation's 49th state in 1959.


N
W
E
S
Russia
ASIA
China
Alaska
1867
Canada
NORTH
AMERICA
United States
Aleutian Islands
1867
Midway
Islands
1867
Wake
Island
1899
Hawaii
1898
Guam
1898
Philippine Islands
1898
Cuba
Nassau
Island
1856
Puerto Rico
1898
Pacific Ocean
SOUTH
AMERICA
Samoan Islands
1899
AUSTRALIA

United States Territorial Expansion to 1900 with Dates of Acquisitions

Hawaiian Islands

By the late 1700s, American ships frequently crossed the Pacific Ocean. They made stops in the Hawaiian Islands for fresh food and water on trips to and from China. Later, American missionaries and businessmen settled there. In 1887 the United States government established a naval base at **Pearl Harbor**.



President Grover Cleveland

By 1891 American businessmen in Hawaii wanted to overthrow the Hawaiian government. And in 1893, the American minister raised the United States flag and its military enforced its rule. Many Americans saw this as a misuse of the military, and President *Grover Cleveland* lowered the flag and returned power to Hawaii's queen. However, the next President, *William McKinley*, made Hawaii a United States possession, or colony, in 1898.

President William McKinley

That year all Hawaiians were made United States citizens. Sixty-one years later in 1959, Hawaii became the 50th state to join the Union. (Hawaii and Alaska were admitted in the same year, Alaska in January and Hawaii in August.)

Samoa

The islands of Samoa, also in the Pacific Ocean, were another stopover for American ships. These islands also came under United States control. In 1893, the United States and Samoan chiefs signed an agreement allowing the United States to use the harbor at Pago Pago for fueling stations for their steam-powered ships. Germany and Great Britain also wanted the Samoan Islands. To avoid a war, diplomats met and divided the islands. Some of the Samoan Islands became a United States colony called American Samoa.

Cuba and the Spanish-American War

Cuba is an island in the Gulf of Mexico only 90 miles south of Florida. Although Cuba was a Spanish colony, Spain allowed Americans to do business there. By 1890 American firms had invested over $50 million in Cuban sugar. The Spanish treated Cubans poorly. Cubans worked for low wages. In response to the poor treatment and low wages, the Cubans **revolted** many times against Spanish rule. In 1895 the Cubans declared their independence from Spain. The Spanish put down the revolt by placing many Cubans in concentrations camps, where many innocent people died of disease and starvation. The Spanish tortured the Cuban rebels they captured.

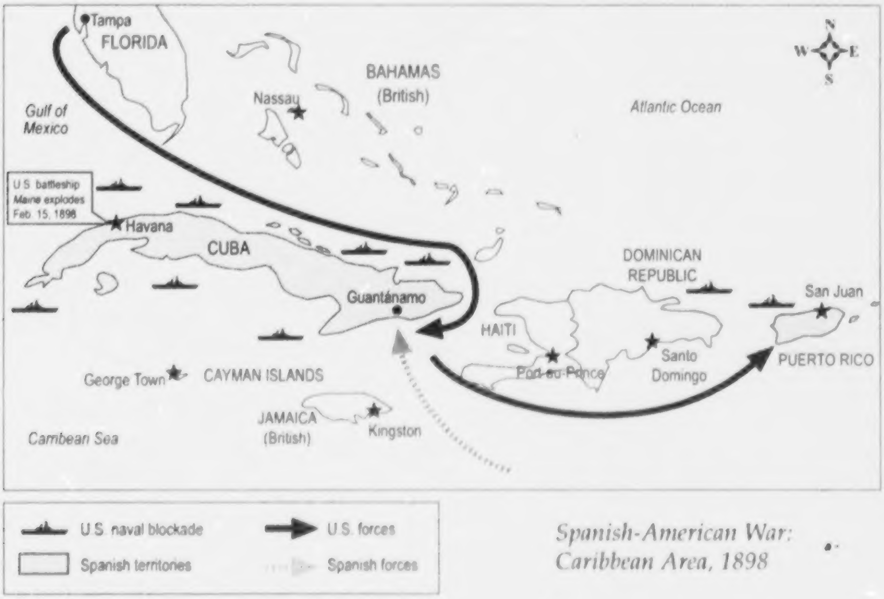
When American newspapers published stories about Spain's cruelty to the Cubans, American readers began to sympathize with the Cubans. The stories also caused American businesses to worry about their investments in Cuba. They wanted their property protected from destruction by the fighting between Cubans and the Spanish. President McKinley sent a battleship, the ***USS Maine***, to Cuba to protect property of Americans. On February 15, 1898, the *Maine* was destroyed by an explosion. No one was sure what caused the blast; however the Spanish were blamed for it. The American press demanded war with Spain, and the slogan "Remember the *Maine*" became popular.

At first, President McKinley did not want to go to war with Spain. But finally, on April 11, 1898, he asked Congress to declare war. This war was called the *Spanish-American War*. The United States and Spain fought battles in Cuba and in the Philippine Islands, another Spanish colony in the Pacific Ocean.

It took the United States only four months to defeat the Spanish in the Spanish-American War. More American soldiers died from disease in American training camps than in battle. After this war, other nations perceived the United States as a world power.

The United States Colonial Policy

At the war's end, Cuba gained its independence from Spain. Also, the United States gained new territories from Spain. These included Puerto Rico, an island in the Atlantic Ocean, the Philippine Islands and Guam, both in the Pacific Ocean. The American government had to develop a **colonial policy** to govern these territories. That is, it had to decide how to treat its new colonies and the citizens of those new lands.


Tampa
FLORIDA
Gulf of Mexico
BAHAMAS (British)
Nassau
Atlantic Ocean
N
W
E
S
U.S. battleship Maine explodes Feb. 15, 1898
Havana
CUBA
Guantánamo
DOMINICAN REPUBLIC
San Juan
HAITI
Port-au-Prince
Santo Domingo
PUERTO RICO
George Town
CAYMAN ISLANDS
JAMAICA (British)
Kingston
Caribbean Sea
U.S. naval blockade
U.S. forces
Spanish territories
Spanish forces

Spanish-American War: Caribbean Area, 1898

After the Spanish-American War, the United States became Cuba's protector. The United States Army helped Cuba recover from the war, building schools and roads. The American government told Cuba to establish a democratic government, but problems soon developed.

Many Cubans did not like having the United States Army in Cuba. They wanted to have a free and independent country. But there were American-owned businesses and property in Cuba, and the United States government wanted to make sure American interests were safe. Cuba was not granted complete independence until 1934. Since then, Cuba has experienced many political problems. (Since 1959, it has had a Communist government ruled by Fidel Castro.)

Current Status of American Colonies

The end of the 19th century saw the United States gain many new lands that became colonies. Some, like Guam and American Samoa, maintained their status as possessions. Some gained independence, like the Philippines in 1946. Puerto Rico is still a territory. The people living there are citizens of the United States but get to control their own government. Some territories (Alaska and Hawaii) ultimately became states.

Summary

After the United States settled the continental United States, the country began to look beyond its boundaries and expand its interests. It wanted to colonize other countries and territories in the Caribbean, South America, and the Pacific. These colonies would be markets for the surplus of goods farmers and businesses were producing and provide raw materials for American businesses.

The defeat of Spain in the Spanish-American War (1898) made the United States a world power. It gained new territories from Spain that it used for markets and military bases. The United States has since granted independence to many of these colonies.

Practice

Use the **chart** *below to write the* **major event** *that took place during* **each year.**

The U.S. as a World Power—Major Events

Year	The Major Event
1867	
1893	
1898	
1934	
1946	
1959	

Practice

Circle the letter of the correct answer.

1. Many Americans believed in *manifest destiny*. This refers to __________.
   a. a belief in building a large army and navy
   b. a fear of taking over large empires around the world
   c. a desire to extend United States borders
   d. the need to give up any colonies taken in war

2. Loyalty and devotion to one's country is called __________.
   a. imperialism
   b. nationalism
   c. colonialism
   d. communism

3. The practice of gaining and ruling new lands is called __________.
   a. imperialism
   b. nationalism
   c. capitalism
   d. communism

4. Americans wanted colonies for all of the following reasons **except** __________.
   a. colonies would provide new places to sell products
   b. special raw materials were needed by United States industry
   c. America's people needed new lands for settlement
   d. new territories would make the United States more powerful

5. The reasons which led to the Spanish-American War included __________.
   a. the sinking of the battleship *USS Maine*
   b. the revolt against the queen led by the United States
   c. protecting American investments in Cuba
   d. a and c, but not b

6. The United States gained all of the following territories through war, **except** ____________ .

   a. the Philippine Islands
   b. Cuba
   c. Alaska
   d. Puerto Rico

7. ____________ were American colonies that became states in the United States.

   a. Cuba and the Philippines
   b. Alaska and Hawaii
   c. Puerto Rico and Guam
   d. Guam and Hawaii

8. Some Americans did not want to practice imperialism because ____________ .

   a. they feared the navy was not strong enough
   b. they no longer needed markets for their goods
   c. they did not want to control other people
   d. the Spanish-American War left the United States a weak world power

Practice

Match each description with the correct term. Write the letter on the line provided.

______ 1. island state in the Pacific Ocean

______ 2. islands in the Pacific, *not* a state

______ 3. a harbor in the Samoan Islands

______ 4. a United States Commonwealth

______ 5. an uprising against authority

______ 6. island 90 miles south of Florida

______ 7. a land controlled by another country

______ 8. a strong loyalty to one's country

______ 9. how some Americans referred to the purchase of Alaska

______ 10. the battleship sent to Cuba

A. colony

B. Cuba

C. Hawaii

D. nationalism

E. Pago Pago

F. Puerto Rico

G. revolt

H. Samoa

I. Seward's Folly

J. *USS Maine*

Practice

Answer the following using short answers.

1. Why did some Americans call Alaska "Seward's Icebox"?

   ____

   ____

2. From which country did the United States purchase Alaska?

   ____

3. What event changed American attitudes about Alaska?

   ____

4. Name two European countries that were interested in the Samoan Islands. ______________________________

5. How far is Cuba from the United States? ____________________

6. Which United States President asked for a war with Spain in 1898? ______________________________

7. How long did the Spanish-American War last? ________________

8. Which nation won the Spanish-American War? ________________

9. How was the United States perceived by other nations after the Spanish-American War? ____________________________

   ____

   ____

   ____

Practice

Use the **map** *and* **list** *below to locate each* **territory**. *Write the correct letter from the map by the name of each territory.*

_______ Alaska

_______ Cuba

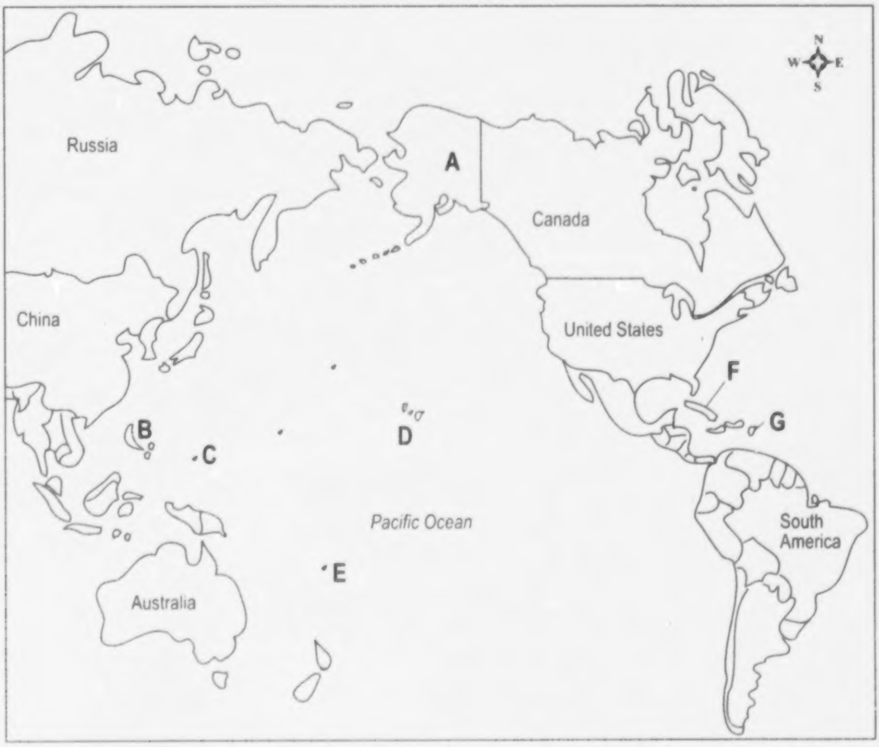
_______ Guam

_______ Hawaii

_______ Philippine Islands

_______ Puerto Rico

_______ Samoan Islands


N
W
E
S
Russia
A
Canada
China
United States
F
B
C
D
G
Pacific Ocean
South America
Australia
E

Practice

Use the **map** *on the previous page to answer the following using a short answer.*

1. What country separates the lower 48 states of the United States from Alaska? ____________________

2. Which territory is furthest west of the United States? ____________________

3. Which territory lies between Hawaii and the Philippine Islands? ____________________

4. In which direction is Cuba from the United States? ____________________

5. In which ocean are Hawaii, Samoa, and Guam located? ____________________

Practice

Use the **chart** *and* **list** *below to write the* **countries** *under the correct* **location** *and* **current world power. Some countries will be used more than once.**

Alaska
Cuba
Germany
Great Britain
Guam
Hawaii
Philippine Islands
Puerto Rico
Russia
Samoa
Spain
United States

Division of World Power

Pacific Ocean Islands	Caribbean Sea Islands	United States	United States Territories	Independent Countries

(Note: Not all columns will be completely filled.)

Practice

Use the list below to write the correct term for each definition on the line provided.

colonial policy
colony
imperialism
manifest destiny
nationalism
Pearl Harbor
raw materials
revolt
Seward's Folly
USS Maine

_______________ 1. a region or country controlled by another country

_______________ 2. an uprising against authority

_______________ 3. belief that the United States would one day extend its borders from the Atlantic Ocean to the Pacific Ocean

_______________ 4. loyalty and devotion to one's country

_______________ 5. natural resources used in the production of goods

_______________ 6. nickname given to Alaska at the time it was purchased from Russia; also called "Seward's Icebox"

_______________ 7. plan describing how the government intends to treat its colonies

_______________ 8. the practice of establishing colonies

_______________ 9. United States battleship blown up in the harbor of Havana, Cuba, leading the United States to declare war on Spain in 1898

_______________ 10. United States naval base in Hawaii

Unit 9: United States Foreign Policy (1898-1933)

This unit emphasizes how the United States had become a world power by the early 20th century.

Unit Focus

- ways United States gained a sphere of influence in China
- foreign affairs and policies during administrations of Presidents Theodore Roosevelt, William Howard Taft, Woodrow Wilson, and Franklin D. Roosevelt
- ways United States gained control in Latin America and Caribbean
- problems in Latin America
- reasons United States became a world power

Vocabulary

Study the vocabulary words and definitions below.

Boxer Rebellion	a revolution started by a Chinese secret society called the *Boxers* to chase Westerners out of China
Canal Zone	area leased to the United States surrounding and including the Panama Canal
dollar diplomacy	foreign policy of the United States that encouraged and protected American investment in Latin America
empire	a country that controls nations and/or colonies besides its homeland
foreign policy	position put forth by one nation in its actions with other nations
Good Neighbor Policy	American position stating that the United States would be more friendly and show more respect towards Latin American governments
Great White Fleet	armor-plated ships built for the United States Navy in 1890s; also called "White Squadron"
Latin America	the combination of countries in South America, the Caribbean Sea, and Central America

malaria	a disease carried by mosquitoes affecting people
Open Door Policy	American position that made it possible for all countries to trade in China
Panama Canal	the manmade waterway that provides a shortcut from the Atlantic Ocean to the Pacific Ocean
revolt	an uprising against authority
Roosevelt Corollary	President Theodore Roosevelt's announcement that no nation but the United States could interfere in Latin American affairs
spheres of influence	geographic areas controlled by a country and used for its own benefit
yellow fever	a lethal disease carried by mosquitoes affecting people

Who's Who in United States Foreign Policy

John Hay

Franklin D. Roosevelt

Theodore Roosevelt

William Howard Taft

Woodrow Wilson

Introduction

After the Spanish-American War in 1898, the United States became a world power. The country began to look as far away as China for new markets and resources. Closer to home, the United States also continued its effort to end any European interference in North America and **Latin America**—those nations in Central America, the Caribbean Sea, and in South America.

Spheres of Influence in China

Although Americans had been trading with the Chinese since 1790, it was not until the late 1800s that the United States took an active role in the political affairs of China.

In the late 1890s, the European nations of Great Britain, France, and Germany divided valuable areas of China among themselves. Because China could not defend itself, each country was able to develop **spheres of influence** in that country. A sphere of influence refers to a geographic area controlled by a country and used for its benefit. The United States feared that the spheres of influence of other countries would prevent Americans from expanding their own trade in China. Unless the United States took action, other countries would have complete control of the markets and resources in China.

Chinese teapot

The Open Door Policy

In 1900 the United States Secretary of State *John Hay* sent messages to Great Britain, France, Germany, and other European nations. He asked them to follow an **Open Door Policy** within their spheres of influence. This policy would permit other countries, especially the United States, to have an "open door" to trade in China.

The Boxer Rebellion

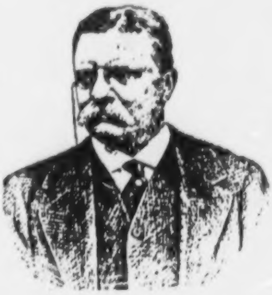
The Chinese did not benefit from the Western nations' spheres of influence. Consequently, some Chinese took up arms against these intruding countries. A Chinese secret society, which the Westerners called the *Boxers*, tried to force foreigners out of China. This outbreak was called the **Boxer Rebellion**. Armies and Navies from the Western countries fought and defeated the Boxers. The fighting, which lasted about seven months, ended in 1901.

Western nations were angry about the Boxer Rebellion, and some of them talked of taking over all of China to prevent another rebellion. However, Secretary Hay wanted to preserve, or keep, China an independent nation. He helped persuade China's government to punish the Boxers and pay for the damage to Western interests and to avoid any further action by the Western nations.

The payment to the United States more than covered its cost in ending the Boxer Rebellions. The money the United States returned to China was used to send college students from China to study in the United States. This exchange between these countries improved their relationship.

President Theodore Roosevelt and Foreign Affairs

By 1900 the United States had its own **empire** and controlled other nations as colonies. It now could expand its trade around the world. To protect its new territories and trading ships, the United States needed a strong naval force in both the Atlantic and Pacific oceans.


President Theodore Roosevelt

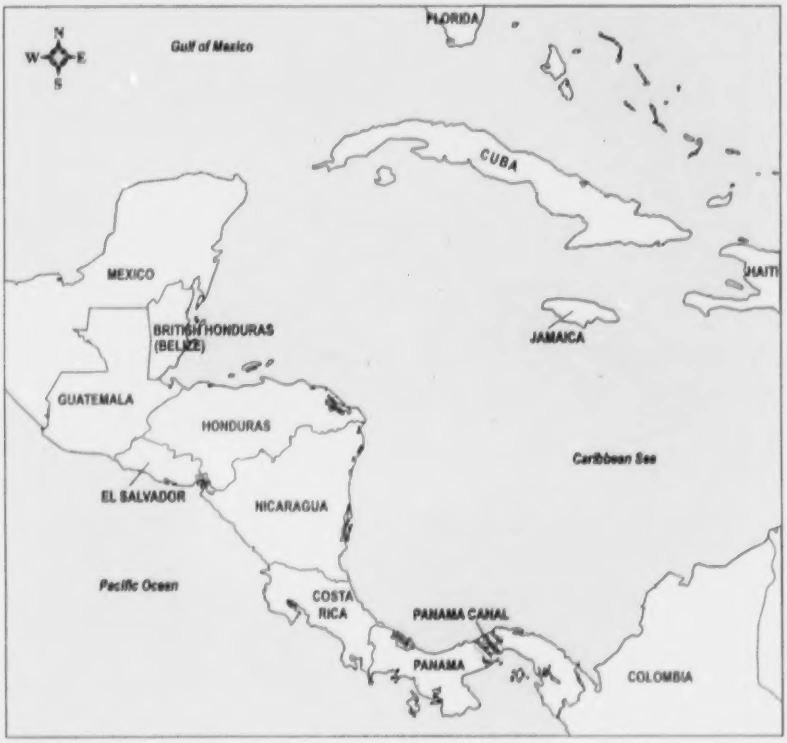
In 1895 the United States began to build its **Great White Fleet**, a naval force of armor-plated ships. In 1907 President *Theodore Roosevelt* sent this newer and larger navy to patrol both oceans and show other nations that the United States was now a sea power that could protect its territories and interests abroad.

Panama Canal

In those days, a ship traveling from New York on the Atlantic coast to San Francisco on the Pacific coast had to sail all the way around South America. The United States wanted its navy to be able to make the trip from the Atlantic Ocean to the Pacific Ocean more quickly. The solution would be to find a shortcut between the two oceans. This idea had been considered by other nations.

For 20 years French engineers had been digging a canal, a manmade waterway, across Central America. They had failed because of the high cost of building the canal. Also, diseases like **yellow fever** and **malaria** killed many workers. President Roosevelt saw an opportunity for the United States to complete the canal, and in 1902, he purchased the canal rights from France for $40 million.

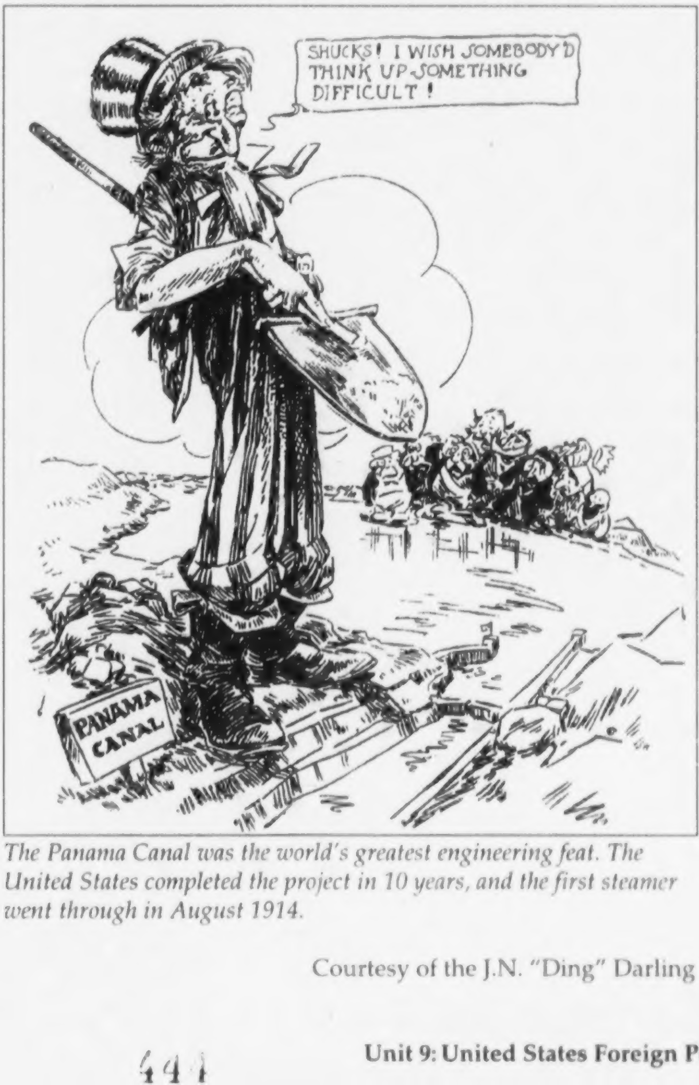
Panama was a state in Colombia, and the **Panama Canal** route was actually owned by the Colombian government. The United States tried to purchase the land from Colombia, but the Colombian government rejected the offer. Many Panamanians supported the United States plan and **revolted**, or began to fight or rebel, against Colombia. With the help of the United States Navy, Panama defeated Colombia and gained its independence. Panama quickly made a treaty on November 18, 1903, with the United States and leased, or rented, the Panama Canal route to the United States for $10 million and an annual fee of $250,000. In 1904 American engineers began to build the Panama Canal.


N
W
E
S
Gulf of Mexico
FLORIDA
CUBA
MEXICO
BRITISH HONDURAS (BELIZE)
JAMAICA
HAITI
GUATEMALA
HONDURAS
Caribbean Sea
EL SALVADOR
NICARAGUA
Pacific Ocean
COSTA RICA
PANAMA CANAL
PANAMA
COLOMBIA
▨ Panama Canal Zone

Panama Canal

Americans faced the same problems with yellow fever and malaria as had France. American doctors soon found that these diseases were carried by mosquitoes. Mosquitoes could be controlled by draining the swamps so they could not breed. Screens over doors and windows kept the insect out of homes. Within two years, most of Panama was free of yellow fever and malaria, and construction on the Panama Canal could be finished.

The Panama Canal, 50 miles long, was finished in 1914 and opened to traffic to all nations. The United States controlled and protected the Panama Canal and built a naval base in the **Canal Zone**. The Panama Canal shortened the trip from New York to San Francisco from 13,000 miles to only 5,000 miles. The canal helped the United States maintain and increase its power in Latin America—Mexico, Central America, and South America—and the Caribbean.


SHUCKS! I WISH SOMEBODY'D THINK UP SOMETHING DIFFICULT!
PANAMA CANAL

The Panama Canal was the world's greatest engineering feat. The United States completed the project in 10 years, and the first steamer went through in August 1914.

Courtesy of the J.N. "Ding" Darling Foundation

Eventually, the United States controlled the entire Caribbean Sea. Americans believed this region was important to the security and trade of their country.

Two treaties were agreed upon between the Republic of Panama and the United States in 1977. The treaties were ratified by both countries in 1978 and on October 1, 1979, the United States returned the legal rights of the Canal Zone to Panama. The United States government felt the canal rightly belonged to Panama. Under the treaty, the United States maintained operational control until December 31, 1999. Today traffic from all nations continue to use the Panama Canal.

The Roosevelt Corollary

In 1904 President Theodore Roosevelt announced that no other country but the United States could interfere in the affairs of Latin America. The United States would act like a police officer in this region. This declaration was known as the **Roosevelt Corollary**. (A *corollary* is a natural result of an action.) In a speech referring to Latin America, Roosevelt made his famous statement: "Speak softly and carry a big stick, and you will go far."

Roosevelt had three reasons why he wanted the United States to act as a police officer in Latin America. First, the United States wanted to protect the Panama Canal. Second, the United States wanted to protect American business and property in Latin America. And third, the United States wanted to end European interference in the Western Hemisphere.

Roosevelt had three reasons why he wanted the United States to act as a police officer in Latin America.

1. The United States wanted to protect the Panama Canal.
2. The United States wanted to protect American business and property in Latin America.
3. The United States wanted to end European interference in the Western Hemisphere.

The United States Takes Action in Latin America

President William Taft

From 1905 to 1933, various problems occurred in Latin America. These problems usually were the result of disagreements about money or battles for control of Latin American governments. In 1912 President *William Taft* sent the United States Marines into

Nicaragua to end the fighting there. The American government also sent troops at one time or another to the Dominican Republic, Haiti, and Honduras.

The United States built schools, hospitals, and highways in different Latin American countries. These improvements were made mainly to improve and protect American businesses in these countries. Critics of President Taft's efforts to protect American investments in Latin America called these actions **dollar diplomacy** because the United States was using money (dollars) to buy good will.

President Woodrow Wilson

In 1912 the United States elected a new President—*Woodrow Wilson*. His first **foreign policy** test came in Mexico in 1914. Mexico was controlled by the dictator Victoriano Huerta, who threatened to confiscate, or take, American-owned property in Mexico. On two occasions, Wilson sent American troops into Mexico to protect Americans and their property. When Huerta retired and the new government assured Wilson that America's people and property would be respected, the United States withdrew its military forces.

In spite of this agreement between Mexico and the United States, many Latin Americans feared the power of the United States. They felt that their northern neighbor was gaining too much control in the region. Tensions between the United States and Latin America remained high after World War I ended in 1918.

In 1933 President *Franklin D. Roosevelt* tried to improve relations between the United States and Latin America. He did not want to use American troops to solve Latin American problems. Instead, he wanted to treat his Latin American neighbors with greater respect. He called this approach the **Good Neighbor Policy**. The United States and Latin American nations signed an agreement that the United States would remove their troops and not send more troops into any Latin American country. They also signed an agreement to lower tariffs, or taxes on imports, and increase trade. These actions improved relations between the United States and Latin America.

President Franklin Roosevelt

Summary

By the early 20th century, the United States had become a world power. Its navy had become the second largest in the world, and it had gained a sphere of influence in China. Closer to home, the United States had gained control of Latin America and the Caribbean. Its new world status, or position, came just as World War I began.

Practice

Use the **chart** *below to name the* **American** *who directed the* **policy** *or* **project**. *Describe the* **main ideas** *of the policy or the* **main benefits** *of the project. Write the* **year** *(date) when the policy or project began.*

United States Foreign Affairs

Name	**American Responsible**	**Main Ideas** or **Main Benefits**	**Date**
Open Door Policy			
Great White Fleet			
Panama Canal			
Roosevelt Corollary			
Dollar Diplomacy			
American Troops in Mexico			
Good Neighbor Policy			

Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 1. The United States Navy increased in size and power under President Theodore Roosevelt.

__________ 2. Secretary of State Hay gained trading privileges for the United States in China.

__________ 3. Under President Theodore Roosevelt, travel time between the Atlantic and Pacific oceans became shorter.

__________ 4. The United States became a police officer in Latin America when Franklin Roosevelt was President.

__________ 5. President Wilson sent American troops to help end problems in Mexico.

__________ 6. While Taft was President, the United States Marines helped protect American businesses in Latin America.

__________ 7. President Franklin Roosevelt tried to improve relations with Latin America.

__________ 8. In the early 20th century, the United States did not expand its power in the world.

__________ 9. The Great White Fleet showed other nations the United States power at sea.

__________ 10. The Boxers encouraged foreigners to trade in China.

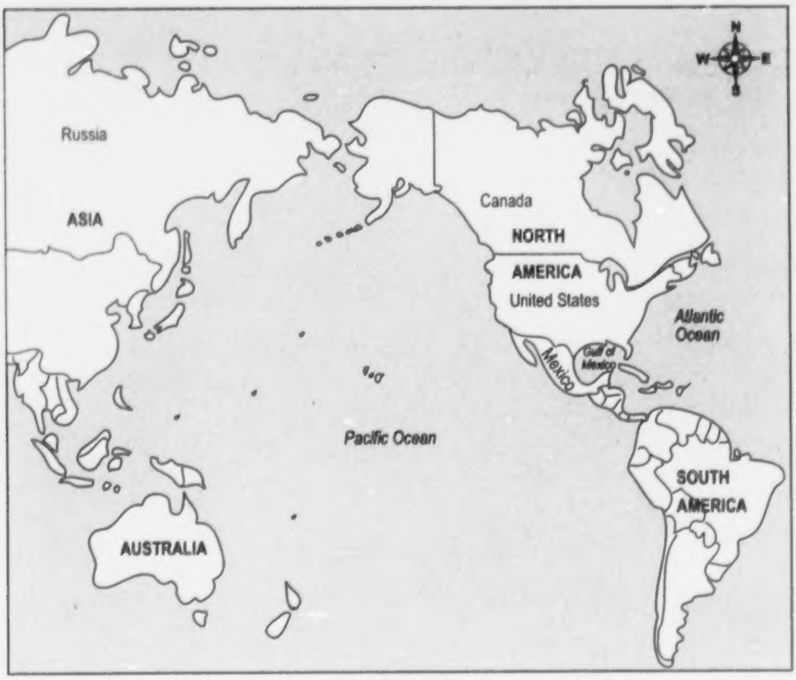
Practice

Use the **statements** *below and maps on page 236 and page 247 to* **label** *the* **maps** *on the next page. Write each letter in the appropriate* **area** *on the map.*

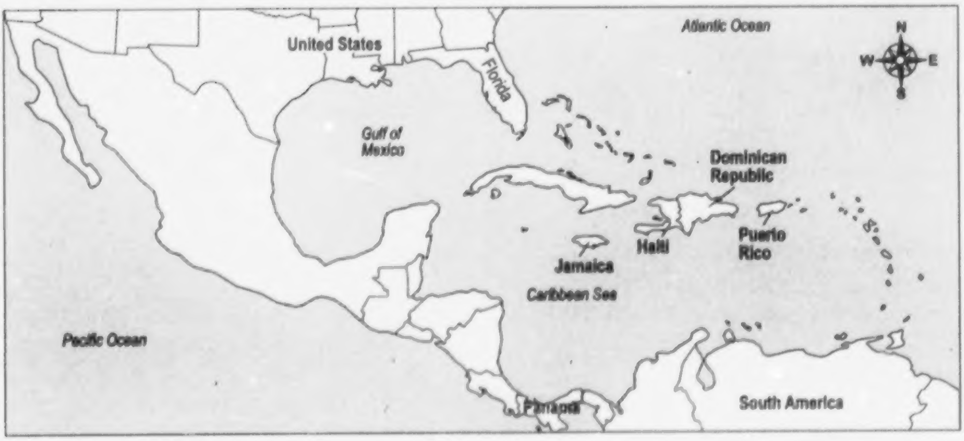
- European countries and the United States had *spheres of influence* in **China**. Label China **A**.
- France failed, but the United States built the **Panama Canal**. Label Panama Canal **B**.
- Marines were sent to end fighting in **Nicaragua.** Label Nicaragua **C**.
- The United States built naval bases in **Cuba**. Label Cuba **D**.
- President Wilson sent troops into **Mexico**. Label Mexico **E**.

Use the **maps** *to answer the following using short answers.*

1. On which continent is China located? ______________________
2. What body of water forms a natural boundary on Nicaragua's east coast? ______________________
3. To travel to Mexico from the United States, you would travel in which direction? ______________________
4. What major ocean separates the United States from China? ______________________
5. To reach western Cuba from Tampa, Florida, what body of water must you cross? ______________________
6. Which canal provides a shortcut from the Atlantic Ocean to the Pacific Ocean? ______________________


N
W
E
S
Russia
ASIA
Canada
NORTH AMERICA
United States
Atlantic Ocean
Gulf of Mexico
Mexico
Pacific Ocean
SOUTH AMERICA
AUSTRALIA

The United States Spheres of Influence, Early 1900s


Atlantic Ocean
N
W
E
S
United States
Florida
Gulf of Mexico
Dominican Republic
Haiti
Puerto Rico
Jamaica
Caribbean Sea
Pacific Ocean
Panama
South America

The Americas

Practice

Use the list below to complete the following statements.

Boxer Rebellion
Corollary
Great White Fleet
leased
spheres of influence
revolted

1. The United States feared that other countries' ____________________ would interfere with trade in China.

2. The Roosevelt ____________________ declared that the United States would act as a police officer in the Caribbean Islands and Latin America.

3. The Panama Canal was ____________________ to the United States.

4. Under President Theodore Roosevelt, the ____________________ was used to protect territories and trade ships in the Atlantic and Pacific oceans.

5. In the ____________________, a Chinese secret society rebelled against Western countries dividing up China.

6. Panamanians ____________________ against Colombia.

Practice

Circle the letter of the correct answer.

1. The purpose of the Boxer Rebellion was to __________ .
   a. force foreigners out of China
   b. open the door to China for the United States
   c. make Panama an independent country
   d. end the Good Neighbor Policy

2. __________ helped end yellow fever and malaria in the Panama.
   a. France
   b. The United States
   c. Mexico
   d. Colombia

3. The Panama Canal was built to __________ .
   a. defend the United States from Mexico
   b. show that the United States controlled Latin America
   c. provide a quick water passage from the Atlantic Ocean to the Pacific Ocean
   d. improve relations among Latin American countries

4. When problems arose in Latin America, the United States
   __________ .
   a. sent the President to talk to the people
   b. sent in its military
   c. forced the Latin Americans to pay for damages
   d. did nothing because of no interest in Latin America

5. The United States acted as a police officer in Latin America for all of the following reasons **except** __________ .
   a. they wanted to protect the Open Door Policy
   b. they wanted to eliminate European influence in the Western Hemisphere
   c. they wanted to protect American investments
   d. they wanted to protect the Panama Canal

6. President Woodrow Wilson withdrew United States troops from Mexico in 1914, because ____________ .

   a. they were badly defeated
   b. the Mexican government agreed to respect the property and people of the United States
   c. the Boxer Rebellion took place
   d. a civil war was being fought in Nicaragua

7. The United States President who wanted to treat Latin American countries as equals was ____________ .

   a. William Taft
   b. Woodrow Wilson
   c. Theodore Roosevelt
   d. Franklin D. Roosevelt

8. President Theodore Roosevelt built a large, new navy because ____________ .

   a. he feared the United States would be attacked
   b. he wanted to show the world America's sea power
   c. a strong navy was needed to protect American territories
   d. b and c, but not a

9. The Open Door Policy made it possible for ____________ .

   a. no country to trade in China
   b. only European countries to trade in China
   c. all countries to trade in China
   d. China to trade in all countries

Practice

Use the list below to write the correct term for each definition on the line provided.

Boxer Rebellion
Canal Zone
dollar diplomacy
empire
foreign policy
Good Neighbor Policy
Great White Fleet
Latin America
malaria
Open Door Policy
Panama Canal
revolt
Roosevelt Corollary
spheres of influence
yellow fever

______________________ 1. a country that controls nations and/or colonies besides its homeland

______________________ 2. a lethal disease carried by mosquitoes affecting people

______________________ 3. American position stating that the United States would be more friendly and show more respect towards Latin American governments

______________________ 4. American position that made it possible for all countries to trade in China

______________________ 5. an uprising against authority

______________________ 6. area surrounding and including the Panama Canal leased to the United States

______________________ 7. armor-plated ships built for the United States Navy in 1890s; also called "White Squadron"

______________________ 8. foreign policy of the United States that encouraged and protected American investment in Latin America

____________________ 9. geographic areas controlled by a country and used for its own benefit

____________________ 10. position put forth by one nation in its actions with other nations

____________________ 11. President Theodore Roosevelt's announcement that no nation but the United States could interfere in Latin American affairs

____________________ 12. the combination of countries in South America, the Caribbean Sea, and Central America

____________________ 13. a disease carried by mosquitoes affecting people

____________________ 14. the manmade waterway that provides a shortcut from the Atlantic Ocean to the Pacific Ocean

____________________ 15. a revolution started by a Chinese secret society called the *Boxers* to chase Westerners out of China

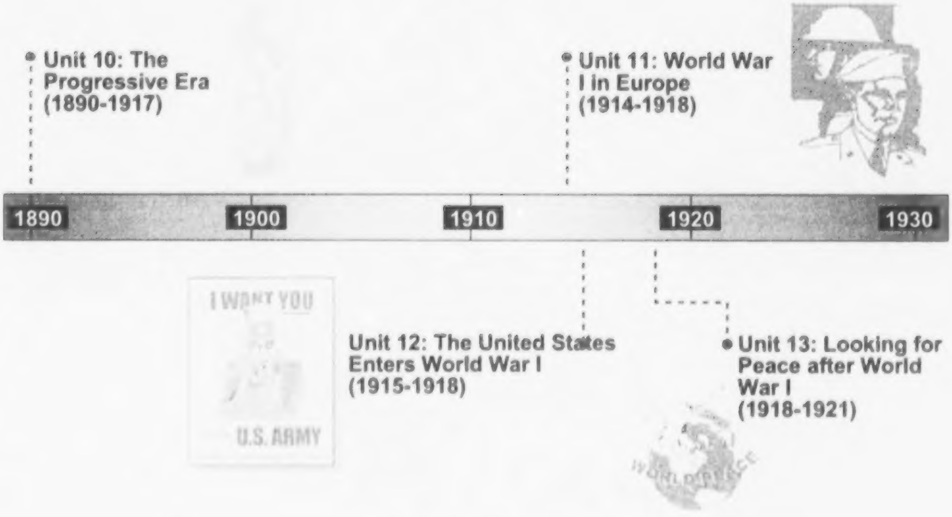
Section 3: America at Peace and at War (1890-1921)

Unit 10: The Progressive Era (1890-1917)

Unit 11: World War I in Europe (1914-1918)

Unit 12: The United States Enters World War I (1915-1918)

Unit 13: Looking for Peace after World War I (1918-1921)

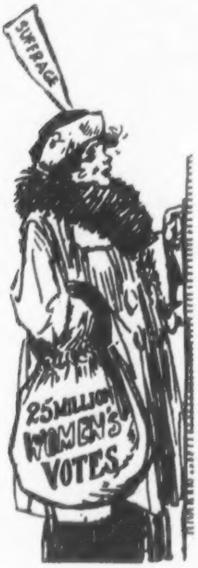

Unit 10: The Progressive Era (1890-1917)
Unit 11: World War I in Europe (1914-1918)
1890
1900
1910
1920
1930
I WANT YOU
U.S. ARMY
Unit 12: The United States Enters World War I (1915-1918)
Unit 13: Looking for Peace after World War I (1918-1921)
WORLD PEACE

Unit 10: The Progressive Era (1890-1917)

This unit emphasizes problems created by industry and its control of government and how progressive movements helped bring about social reforms.

Unit Focus

- big business, political, and social problems
- business, government, and social reforms


SUFFRAGE
25 MILLION WOMEN'S VOTES

Vocabulary

Study the vocabulary words and definitions below.

16th Amendment	established federal income tax
17th Amendment	gave voters right to vote directly for their United States senators
19th Amendment	gave women the right to vote in national elections
city boss	the head of a political machine or group of politicians running local government
direct primary	an election in which voters directly elect candidates from their political parties to run for an office
Federal Reserve Act	established national currency and created a national system of banks under federal regulation
Federal Trade Commission	federal agency that regulates business
Hepburn Act	gave Interstate Commerce Commission power to regulate railroads operating in more than one state
income tax	payment to the government based on the amount of money earned by an individual
initiative	procedure in which voters initiate, or introduce, a bill in their state legislatures

Meat Inspection Act	required that all meat shipped from one state to another be approved by government inspectors
muckrakers	writers who wrote about corruption in government and big business to bring about changes
National Association for the the Advancement of Colored People (NAACP)	an organization that worked to end unfair practices against African Americans
National Urban League	organization that worked to gain equal opportunities for African Americans in education and employment
Pendleton Act	set up a Civil Service System for government jobs which required testing to make sure qualified individuals got jobs, not those who worked for the election winner
political machines	powerful groups of people who controlled city government
Pure Food and Drug Act	stopped manufacture, sale, or shipment of contaminated food and drugs in interstate trade; assured truth in labeling
progressives	supporters of reform or change in the late 19th and early 20th century; worked for more government control, voting by secret ballot, limiting big business

recall	process that allows citizens to vote a public official from office
referendum	a particular proposal (or bill) decided by a popular vote of the people, not the legislature
secret ballot	a private vote
settlement house	a community center that provided assistance to residents and immigrants in a slum neighborhood
Sherman Antitrust Act	law that gave government the right to break up trusts; outlawed monopolies and trusts that interfered with free trade
spoils system	the practice by a winning political party of rewarding friends and supporters by appointing them to government jobs
suffrage	the right to vote
trustbuster	nickname of President Theodore Roosevelt, who broke up many trusts during his time in office
Workmen's Compensation laws	paid workers who were hurt on the job

Who's Who in the Progressive Era

Jane Addams

W. E. B. DuBois

Theodore Roosevelt

Lincoln Steffens

Upton Sinclair

William H. Taft

Ida Tarbell

Frances Willard

Woodrow Wilson

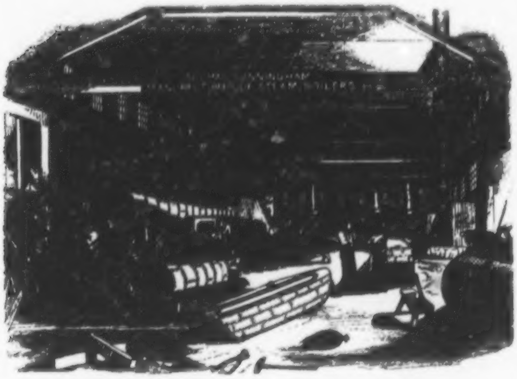
Introduction

The period in American history from about 1890 to 1917 is called the *Progressive Era*. The Progressive Era ended with America's entry into World War I. During this era, many people worked to improve, or make progress, in society. These people were called **progressives**, or reformers. They discovered abuses both in big business and government and pressured government to pass laws to end abuses and protect the rights of American citizens and immigrants.

Three United States Presidents led the progressive, or reform, movement. They were *Theodore Roosevelt, William Howard Taft*, and *Woodrow Wilson.* Under these men, important changes took place in government, big business, and urban life.

Problems with Big Business

The Industrial Revolution that followed the Civil War produced many affordable goods for Americans. It also produced many problems. Big business, the owners and controllers of industry, became more and more powerful. American businessmen used their growing wealth to control and manipulate the government. They had laws passed to benefit and protect business. Many laws that helped business and industry, however, hurt the American worker and consumer.



Large companies joined together and created monopolies and trusts to end competition and control the prices of their goods and services. Because these owners were so powerful, they paid workers very low wages and did little to create safe working conditions. They even produced some products such as drugs and food that were unsafe for consumers. These problems were fairly new and had not been anticipated by the government. By using their influence, big business could keep government from interfering in their unfair practices.

The Progressive Movement

The people who tried to change laws and social practices, or make reforms, were called *progressives*. Some progressives were politicians such as mayors of cities or even Presidents of the United States. Some were union leaders who represented workers. And some were citizens exercising their rights to speak out and protest to help improve society.

Some progressives worked to reform government; others brought reform to housing and health. Still others worked to reform working conditions for women and to end child labor.

Some of the most influential progressives were writers and journalists. They wrote books and articles for newspapers and magazines about the problems of big business and the difficult conditions in cities. They also wrote about the corruption in government. President Roosevelt nicknamed them the **muckrakers** because they were "raking up muck" and bringing it out into the open for all to see. Muckrakers exposed crime and corruption wherever they found it.

One of the muckraker writers was *Ida Tarbell*. Her books and articles attacked big business, especially the Standard Oil Company. Journalist *Lincoln Steffens* wrote magazine articles about corruption in city governments. And *Upton Sinclair* wrote a novel called *The Jungle* exposing the unsanitary conditions of the meat-packing industry.

With improved printing presses, cheap newspapers, and low mail rates, the muckrakers' message spread rapidly and helped to unite people against unfair practices.

Muckrakers

"Muckrakers" is a term coined by President Theodore Roosevelt in 1906. It was used to condemn journalism that specialized in sensational stories of political procedures and corrupt businesses. President Roosevelt said that they were so busy raking the muck at their feet that they ignored the glories of the heavens above. Although Roosevelt meant to insult the journalists by calling them muckrakers, they accepted the name proudly. The muckrakers included *Lincoln Steffens* who wrote about political corruption, *Ira Tarbell* who exposed the practices of the large Standard Oil company, and *Upton Sinclair* who uncovered deplorable conditions in the Chicago meat-packing industry. These writers pioneered the investigative journalism of today.

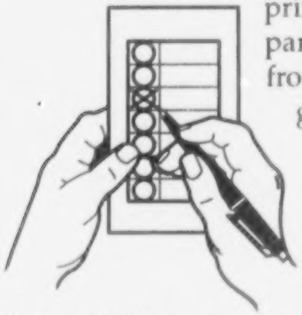
Reforms in City Government

Important reforms were made in city governments during the Progressive Era. Large cities were controlled by powerful groups called **political machines**. Political machines controlled political parties and decided on candidates for city government offices. They also often decided what actions their city government would take. Members of the "machine" received bribes from companies wanting to do business in their cities. The head of a machine was called the **city boss**. To keep themselves in power, members of the political machine often bribed voters with money or jobs.

Reformers developed new systems of government to help prevent corruption in city governments. Some city governments appointed managers who had no political connections and were free from the political machine's control of elections. Others cities were run by a council, whose members were elected by voters from all political parties.

Reforms in State Government

State governments also underwent several reforms. The **secret ballot** system of voting was adopted by several states. This replaced ballots that allowed everyone to see the marks on a ballot when it was turned in. Some states began to use the **direct primary**. A direct primary is an election in which voters select their party's *candidate* for a state office. Then the winners from different parties run against each other in the general election. This helped break the power of political party bosses.



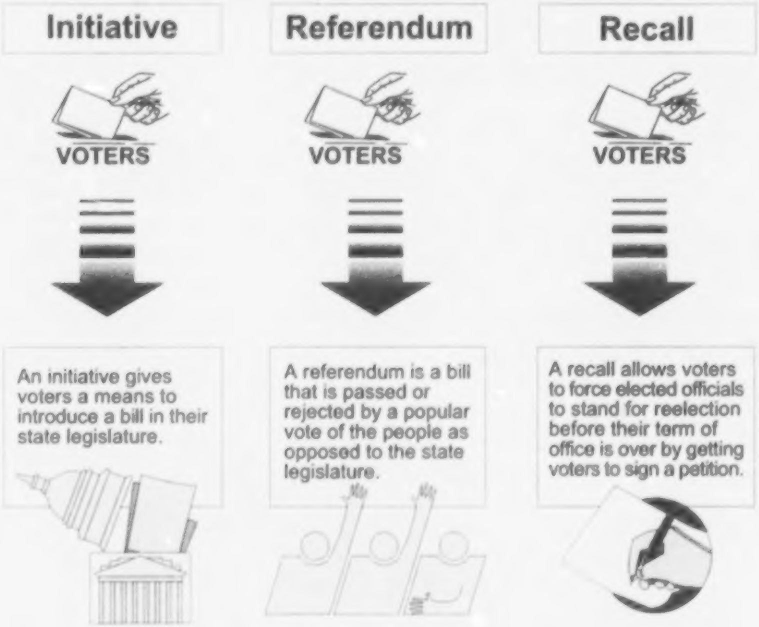
The secret ballot was one of the reforms state government underwent.

Another reform was the way United States senators were elected. The United States Constitution required that state legislatures select United States senators. Congress amended, or changed, the Constitution and the **17th Amendment** gave voters the right to vote directly for their senators in 1913.

Three other important reforms in state government were the **initiative**, **referendum**, and **recall**. The *initiative* gives voters a means to initiate, or introduce, a bill in their state legislature. A *referendum* is a bill that is passed or rejected by a popular vote of the people as opposed to the state legislature.

The *recall* allows voters to remove public officials from elected positions. It forces public officials to face another election before the end of their term if enough voters ask for a recall. Citizens do this by getting voters to sign a petition. The use of the recall helps remove corrupt politicians. These three methods increased the control and participation by citizens over state governments.

Reforms in State Government



An initiative gives voters a means to introduce a bill in their state legislature.

A referendum is a bill that is passed or rejected by a popular vote of the people as opposed to the state legislature.

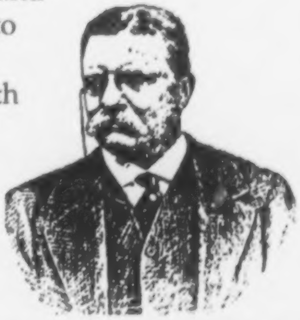
A recall allows voters to force elected officials to stand for reelection before their term of office is over by getting voters to sign a petition.

The Spoils System

Under President Andrew Jackson, 1829–1833, a **spoils system** had developed. This meant that government jobs were given to people who had helped an official get elected. Many of the people who received jobs, however, were neither qualified nor honest. In 1883 Congress passed the **Pendleton Act**. This act required people to pass a test to determine whether they were qualified for a particular job. This act also said that a person could not be hired or fired because of his political beliefs.

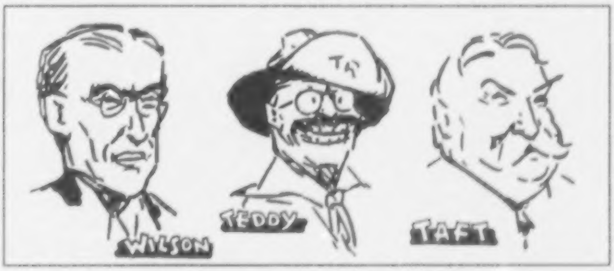
City, state, and federal governments underwent many reforms during the Progressive Era. These reforms helped create a more democratic way of life for Americans.

Reforms in Business


President Theodore Roosevelt

The muckrakers made people aware of the abuses and corruption in big business. Americans then began to pressure government to reform business practices. President *Theodore Roosevelt* (1900–1908) agreed with the muckrakers and their supporters. He believed that government had the right to regulate business. He supported strengthening the powers of the Interstate Commerce Commission to regulate railroads operating in more than one state. In 1906 the **Hepburn Act** gave the Interstate Commerce Commission the right to investigate complaints against railroads. The Hepburn Act helped reform the railroad business.

Business monopolies were hurting small companies and forcing many of them out of business. President Roosevelt used the **Sherman Antitrust Act** (1890) to break up some monopolies and trusts. This helped lower the prices of many goods and services and made competition between big and small businesses more fair. President Roosevelt's efforts earned him the nickname **trustbuster**. In 1914 the **Federal Trade Commission** was established, which gave the government the right to regulate business.



Candidates for President in 1912

Courtesy of the J. N. "Ding" Darling Foundation

Other Economic Reforms

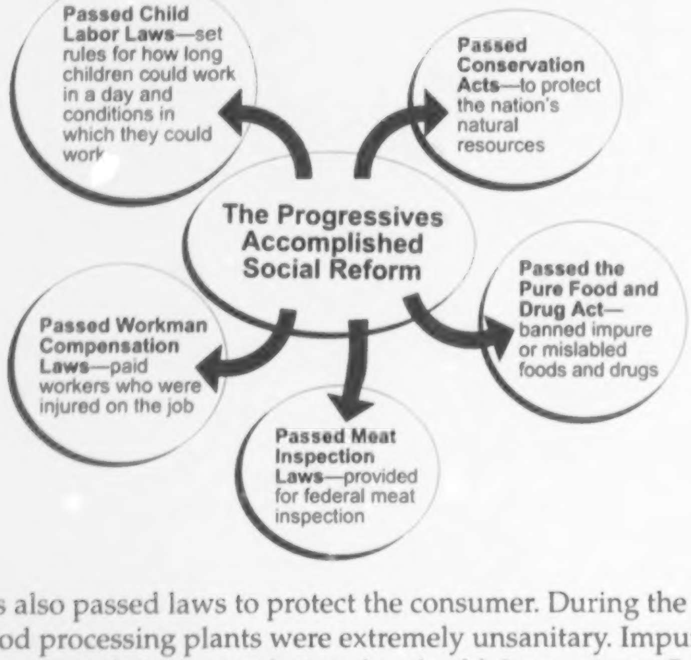
Under President *William Howard Taft* (1908–1912), the **16th Amendment** to the Constitution established a federal **income tax**. The tax was needed to pay the expenses of the federal government. President *Woodrow Wilson* took office in 1913 and worked to create a more stable money and banking system. Under President Wilson, Congress passed the **Federal Reserve Act**. This act achieved two goals: (1) it established a new national currency; and (2) it created a national system of banks under federal regulation.

President William Howard Taft

Social Reforms

In addition to political and business reforms, the progressives also accomplished social reform. This means they improved the living and working conditions for Americans in many ways. For example, most states passed child labor laws that set rules for how long children could work in a day and what conditions in which they could work. Many states began to require children to attend school.

Congress passed laws that improved working conditions in factories for employees of all ages. By the end of the Progressive Era, most states had **Workmen's Compensation laws** that paid workers who were injured on the job.


The Progressives Accomplished Social Reform
Passed Child Labor Laws—set rules for how long children could work in a day and conditions in which they could work
Passed Conservation Acts—to protect the nation's natural resources
Passed Workman Compensation Laws—paid workers who were injured on the job
Passed Meat Inspection Laws—provided for federal meat inspection
Passed the Pure Food and Drug Act—banned impure or mislabled foods and drugs

Congress also passed laws to protect the consumer. During the early 1900s, food processing plants were extremely unsanitary. Impure drugs and liquors were being manufactured and sold. In response, Congress passed the **Meat Inspection Act** and the **Pure Food and Drug Act** in

1906. Both of these laws set standards for industries that improved goods sold to the public.

Another area of great concern during the Progressive Era was the destruction of the natural environment. The government took important steps to protect the nation's natural resources. Congress passed the first conservation acts in the 1890s. These acts regulated the use of public lands and set up the first national and state parks in the country.

Presidents Roosevelt, Taft, and Wilson worked for a wide variety of reforms, including those that limited the unfair practices of big business and created a more stable banking system. The reforms begun under these three men made life better for most Americans. In addition, many of the legislative acts adopted under these Presidents' administrations set up ways to protect the lives of future Americans.

Problems of African Americans

The Progressive Era did not focus on the problems of African Americans. Several groups, however, were working to improve their conditions. In 1909 African Americans established two important organizations. One was the **National Association for the Advancement of Colored People (NAACP)**. One of its founders was *W. E. B. DuBois*, a historian and sociologist. The NAACP worked to ensure that African Americans were treated fairly. This group included a number of white progressives sympathetic to the cause of racial equality.

NAACP
National Association for the Advancement of Colored People

The NAACP is a civil rights organization that was founded in New York City in 1909 by 60 African American and white citizens. It was established to oppose racial segregation and discrimination against African Americans. It works for the enforcement of civil rights laws, works to reduce poverty and hunger, and conducts voter education programs. The NAACP achieves many of its goals through legal action and education.

A second major organization was the **National Urban League**. The Urban League was a biracial organization. That means it included black and white Americans. Its goal was to secure equal opportunity for African Americans in education and employment. Both the NAACP and the National Urban League continue to be active today.

National Urban League

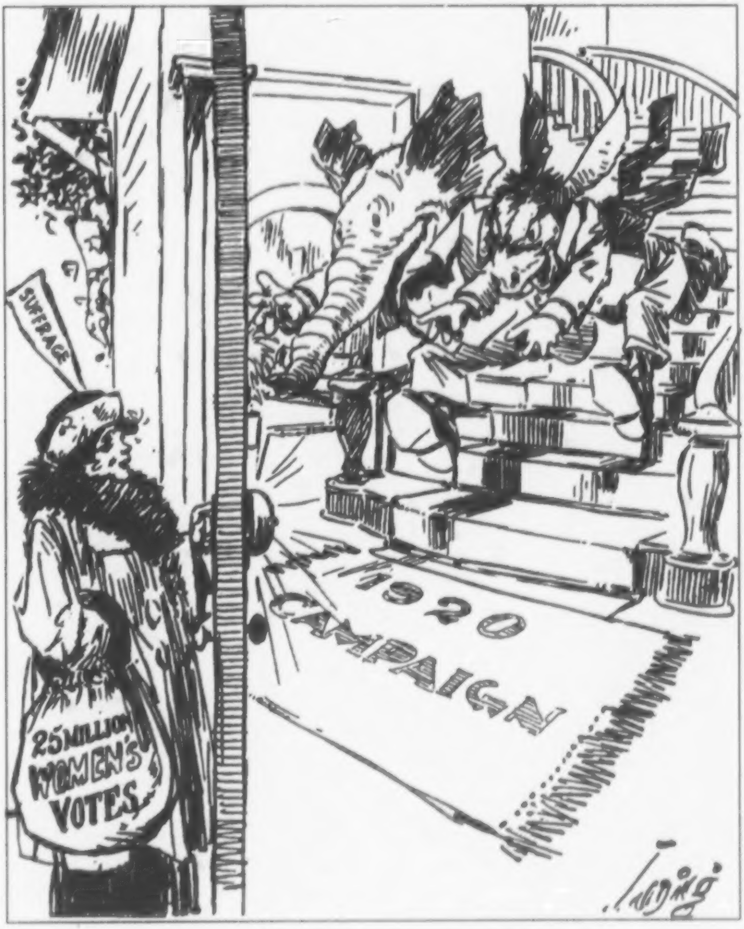
The National Urban League is an interracial organization that was founded in 1910 to aid southern African Americans migrating to northern cities. Its goal was to secure equal opportunity for African Americans in education and employment. After World War II, it became more directly involved in civil rights issues.

Role of American Women

American women had few rights before the Progressive Era. They had difficulty getting an education or entering professions. Their wages were lower than those paid to men for the same work; often they were paid half as much as men. They had no political power because they could not vote. Women became involved in the reform movements working to improve conditions for themselves and all Americans.

One important female reformer was *Jane Addams*. She created a **settlement house** called Hull House, a center where poor immigrants could get help and an education in the slums of Chicago. Addams also helped get child labor laws passed. *Ida Wells-Barnett*, a former slave, worked for African-Americans' rights and, in 1909, helped organize the NAACP. She also led the crusade against the lynching of African Americans by mobs.

Frances Willard was another important reformer who worked for women's **suffrage**, or the right to vote. Due to efforts like hers, women were granted suffrage when the **19th Amendment** was added to the Constitution in 1920.



The Grand Rush of the Reception Committee

Courtesy of the J. N. "Ding" Darling Foundation

Summary

Progressive reform was concerned mainly with problems created by industry and its control of government. The progressives helped persuade local, state, and federal governments to pass laws to regulate business and protect Americans against abuses of all kinds. In addition, they helped to take government control out of the hands of powerful political machines and restore it to the people. Many progressives were not satisfied with the gains made between 1890 and 1917. However, many of their reforms served as a basis for others that would come later.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. the right to vote

______ 2. voters elect candidates from their political parties to run for an office

______ 3. voters initiate, or introduce, a bill in their state legislatures

______ 4. payment to the government based on amount of money earned by an individual

______ 5. gave voters right to vote directly for their United States senators

______ 6. powerful groups of people who controlled city government

______ 7. established federal income tax

______ 8. practice of giving jobs to political supporters

______ 9. gave women the right to vote in national elections

A. 16th Amendment

B. 17th Amendment

C. 19th Amendment

D. direct primary

E. income tax

F. initiative

G. political machines

H. spoils system

I. suffrage

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. a community center that provided assistance to residents and immigrants in a slum neighborhood

_____ 2. the head of a political machine or group of politicians running local government

_____ 3. a private vote

_____ 4. supporters of reform or change in the late 19th and early 20th century; worked for more government control, voting by secret ballot, limiting big business

_____ 5. process that allows citizens to vote a public official from office

_____ 6. nickname of President Theodore Roosevelt, who broke up many trusts during his time in office

_____ 7. a particular proposal, or bill, that is decided by a popular vote of the people, not the legislature

_____ 8. writers who wrote about corruption in government and big business to bring about changes

A. city boss

B. muckrakers

C. progressives

D. recall

E. referendum

F. secret ballot

G. settlement house

H. trustbuster

Practice

Write a short description of the **contributions** *of each* **person** *listed below.*

1. Ida Tarbell: ______________________________

2. Lincoln Steffens: ______________________________

3. Upton Sinclair: ______________________________

4. W. E. B. DuBois: ______________________________

5. Jane Addams: ______________________________

6. Frances Willard: ______________________________

Practice

Use each term below in a sentence.

1. corrupt: ____

____

____

2. city boss: ____

____

____

3. political machines: ____

____

____

4. progressive: ____

____

____

5. muckrakers: ____

____

____

6. spoils system: ____

____

____

Practice

Circle the letter of the correct answer.

1. Progressives were people who wanted to ________ .
   a. make life harder for workers
   b. improve living and working conditions
   c. help big businesses make more money

2. Big city politicians often won elections because they ________ .
   a. were honest officials of government
   b. kept cities clean and provided good housing
   c. bribed people to vote for them

3. A group of journalists and writers were called *muckrakers* because they ________ .
   a. took bribes in return for their votes
   b. wrote about corruption in politics and businesses
   c. tried to prevent people from hearing bad news

4. The purpose of the Federal Reserve Act was to ________ .
   a. regulate railroads
   b. end the spoils system
   c. create a stable money and banking system

5. A referendum takes place when ________ .
   a. a big business gains control of a small company
   b. the Supreme Court makes a decision
   c. voters decide on an issue or a bill

6. A major purpose of the National Urban League was to ________ .
   a. clean up city streets and water
   b. secure equal rights for African Americans
   c. get the vote for women

7. ________ was known as the *trustbuster*.

   a. Theodore Roosevelt
   b. William Howard Taft
   c. Woodrow Wilson

8. The Progressive Era ended when the United States entered ________ .

   a. the Spanish-American War
   b. World War I
   c. the Civil War

Practice

Decide whether the statement describes a society that is **more** *or* **less** *democratic. Check the line in front of the correct choice.*

1. Progressives worked to get government to clean up urban areas.

________ a. more democratic

________ b. less democratic

2. Government let big businesses control prices on consumer goods.

________ a. more democratic

________ b. less democratic

3. Voters were bribed to vote for political machines.

________ a. more democratic

________ b. less democratic

4. Americans adopted the secret ballot to protect their voting rights.

________ a. more democratic

________ b. less democratic

5. Government officials gave good jobs to the people who supported them in elections.

________ a. more democratic

________ b. less democratic

6. The people can demand a recall of dishonest officials.

________ a. more democratic

________ b. less democratic

7. The Interstate Commerce Act regulates railroads for the public good.

________ a. more democratic

________ b. less democratic

8. Laws were passed that provided for sanitary meat packing plants.

________ a. more democratic

________ b. less democratic

9. American women were not allowed to vote in national elections.

________ a. more democratic

________ b. less democratic

10. Children were protected on the job by labor laws.

________ a. more democratic

________ b. less democratic

Practice

Write **F** *beside the statements of* **fact**. *Write* **O** *beside the statements that express an* **opinion**.

__________ 1. Women do not need to vote in elections.

__________ 2. The federal government should make more changes.

__________ 3. Most city government officials are dishonest.

__________ 4. The federal government can tax personal income.

__________ 5. At one time, meat packing plants were not regulated by laws.

__________ 6. Life in America used to be much better than now.

__________ 7. Private banks can be supervised by the federal government.

__________ 8. The muckrakers should not have been so hard on big business.

__________ 9. Progressives worked to bring about social reforms.

Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 1. States required children to attend school.

__________ 2. Impure drugs could not be manufactured and sold in the United States.

__________ 3. Mr. Jones did not have to pay his income tax.

__________ 4. Women were not allowed to vote before the Progressive Era.

__________ 5. The voters elected their United States senators for the first time in 1913.

__________ 6. The election officials checked who everyone voted for before the ballot could be counted.

__________ 7. The A & M Railroad could be regulated.

__________ 8. The 16th Amendment brought more money to the government.

__________ 9. Theodore Roosevelt said the federal government had the right to regulate trusts.

__________ 10. The NAACP was established during the Progressive Era.

__________ 11. One concern of the progressive reform movement was child labor laws.

__________ 12. *The Jungle* was a book about Busch Gardens.

__________ 13. The muckrakers had no influence over the ideas of American leaders.

__________ 14. The Pendleton Act set up a Civil Service System for government jobs which required testing to determine whether people were qualified for a particular job.

__________ 15. The 19th Amendment allowed people to elect their own senators.

__________ 16. The Federal Trade Commission investigated business practices.

Practice

Use the list below to write the correct term for each definition on the line provided.

______ 1. an organization that worked to end unfair practices against African Americans

______ 2. federal agency that regulates business

______ 3. gave Interstate Commerce Commission power to regulate railroads operating in more than one state

______ 4. established national currency and created a national system of banks under federal regulation

______ 5. required that all meat shipped from one state to another be approved by government inspectors

A. Federal Reserve Act

B. Federal Trade Commission

C. Hepburn Act

D. Meat Inspection Act

E. National Association for the Advancement of Colored People (NAACP)

Practice

Use the list below to write the correct term for each definition on the line provided.

______ 1. set up a Civil Service System for government jobs which required testing to make sure qualified individuals got jobs, not those who worked for the election winner

______ 2. paid workers who were hurt on the job

______ 3. organization that worked to gain equal opportunities for African Americans in education and employment

______ 4. stopped manufacture, sale, or shipment of contaminated food and drugs in interstate trade; assured truth in labeling

______ 5. law that gave government the right to break up trusts; outlawed monopolies and trusts that interfered with free trade

A. National Urban League

B. Pendleton Act

C. Pure Food and Drug Act

D. Sherman Antitrust Act

E. Workmen's Compensation law

Unit 11: World War I in Europe (1914-1918)

This unit emphasizes how the growth of imperialism and militarism caused large European countries to distrust each other and how events in Europe led to the Great War, now known as World War I.

Unit Focus

- events in Europe resulting in the growth of imperialism and strong feelings of nationalism
- impact of military buildup and development of alliances in Europe
- reasons World War I (the Great War) began in Europe
- main causes of World War I (MAIN—**m**ilitarism, **a**lliances, **i**mperialism, **n**ationalism)

Vocabulary

Study the vocabulary words and definitions below.

alliance	an agreement between two or more countries, groups, or people to work together
Allies (Allied Powers)	countries (including Great Britain, France, and Russia) who supported each other during World War I
assassinate	to murder by surprise attack (especially a politically important person)
Associated Power	the status of the United States after April 1, 1917, during World War I
Central Powers	countries (including Austria-Hungary and Germany) who supported each other during World War I
colony	a region or country that is controlled by another country
Great War	another name for World War I (the name for the war during the fighting)
imperialism	the practice of establishing colonies; extending the rule of one country over other countries or colonies
independent	free from control of another; self-ruling

militarism	a country's desire to have a strong military
nationalism	loyalty and devotion to one's country
neutral	not taking sides in a quarrel or war
Sarajevo (sah-rah-yeh-vo)	a Slavic city in the territory of Bosnia; the place where Archduke Francis Ferdinand was assassinated on June 28, 1914 (which started WWI)
treaty	an agreement between two or more nations

Who's Who in World War I in Europe

Francis Joseph

Francis Ferdinand

Introduction

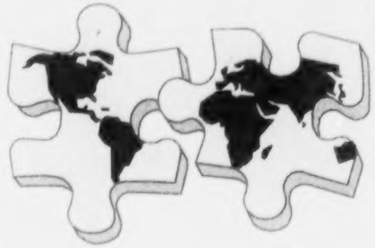
In the Progressive Era, the United States focused much attention on social improvement. Progressives led the fight to reform big business and eliminate corruption in government. During this period of American history (1890–1917), the United States became one of the most powerful nations in the world.

After the Spanish-American War in 1898, the United States took colonies in both the Pacific Ocean and the Caribbean Sea. In addition, the United States sold many of its products, such as coal, oil, steel, and iron, to other countries. When World War I broke out in Europe in 1914, the United States hoped to remain **neutral**, or not take sides. But the United States was too powerful and did too much trading with Europe to avoid the war.

Events in Europe

Growth of Imperialism

During the Progressive Era in the United States, problems were developing in Europe. Several European countries were competing for overseas **colonies** to increase their power. Colonies could provide countries with natural resources, markets in which to sell their products, and key military bases. The growth of **imperialism** caused European countries to distrust one another.



Strong Feelings of Nationalism

People in many European countries experienced strong feelings of **nationalism**. Nationalism is pride, loyalty, and devotion to one's country. Nationalism often encourages people to want their country to be a strong and wealthy nation. To increase their strength, some European countries had taken over smaller countries.

People in some of the small countries which were taken over also were experiencing strong feelings of nationalism. They wanted to be **independent**, or free, and run their countries for themselves. The large powers tried to put down the unrest that was developing in the countries they had taken over.

The Buildup of Militaries

European countries were building large militaries to protect their own countries and their new colonies. Some European countries used their large militaries to prevent small countries from gaining their independence. The belief in building large militaries is known as **militarism**. The spread of militarism led to the breakdown of trust between leaders of the imperialist nations. It caused many people to fear a war was coming.

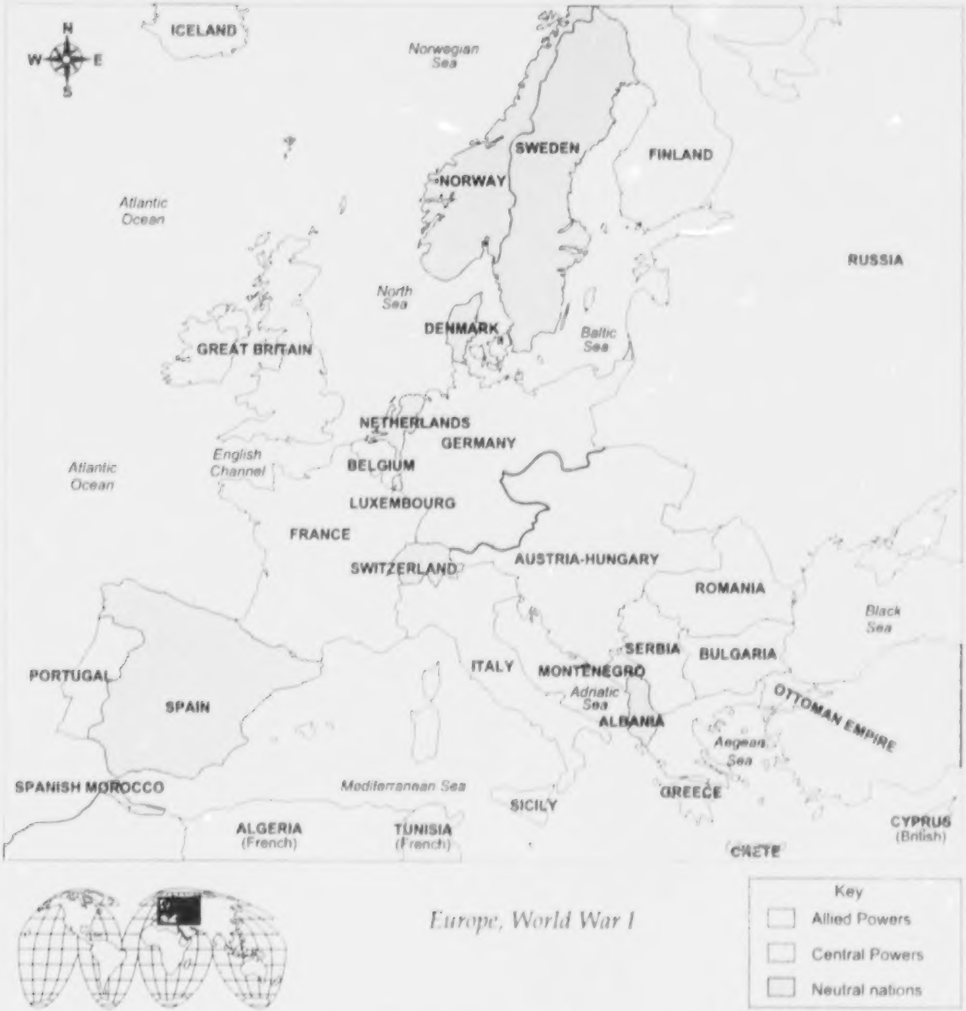
The Growth of Alliances

Some European countries did not have enough wealth to build powerful militaries. They asked stronger nations to help defend them should war break out. The nations began to sign **treaties**, or agreements, with each other and to form military **alliances**. These alliances were agreements between nations to work together to protect one another in time of war.

Great Britain, France, and Russia formed one alliance. They called themselves the **Allies**. Germany and Austria-Hungary formed another alliance called the **Central Powers**. The Allies and the Central Powers did not trust each other. If any one of these nations went to war, its allies were sworn to help fight the enemy. This system made it likely that the outbreak of a war would involve many nations. (See map of Europe on the following page.)

Desire for Independence

Many small countries ruled by major European powers began to take action to gain their freedom. One country, Bosnia, was a small territory inside Austria-Hungary. The Slavic people of Bosnia wanted independence from Austria-Hungary. They wanted to join with Serbia, another small Slavic country nearby.


N
W
E
S
ICELAND
Norwegian Sea
SWEDEN
FINLAND
NORWAY
Atlantic Ocean
RUSSIA
North Sea
DENMARK
Baltic Sea
GREAT BRITAIN
NETHERLANDS
GERMANY
Atlantic Ocean
English Channel
BELGIUM
LUXEMBOURG
FRANCE
SWITZERLAND
AUSTRIA-HUNGARY
ROMANIA
Black Sea
SERBIA
BULGARIA
PORTUGAL
ITALY
MONTENEGRO
Adriatic Sea
OTTOMAN EMPIRE
SPAIN
ALBANIA
Aegean Sea
SPANISH MOROCCO
Mediterranean Sea
SICILY
GREECE
ALGERIA (French)
TUNISIA (French)
CYPRUS (British)
CRETE
Key
☐ Allied Powers
☐ Central Powers
☐ Neutral nations

Europe, World War I

The emperor of Austria-Hungary, *Francis Joseph,* was aware of the discontent in Bosnia. He did not want to lose the small territory. To show the people of Bosnia that the government cared about them, he sent the Archduke *Francis Ferdinand* and his wife on a goodwill visit to the area in June of 1914. Ferdinand was the man next in line to be ruler of Austria-Hungary.

The Archduke and his wife went to the city of **Sarajevo** (sah-rah-yeh-vo) in Bosnia. Serbian nationalists **assassinated**, or killed, the Archduke and his wife to protest Austria-Hungary's rule over the Slavic people of Bosnia. Austria-Hungary blamed the assassination on the Serbian government. Serbia's leaders denied they were involved, but within a month, Austria-Hungary declared war on Serbia.

Although this event marked the beginning of the war, it was not the real cause. World War I began because many European countries were greedy for land and seaports. The assassination of Ferdinand was used as an excuse to start a war.

World War I Begins in Europe

Austria-Hungary and Serbia belonged to rival alliances. When Austria-Hungary, who was backed by Germany, attacked Serbia, who was backed by Russia, many other countries belonging to one of the rival alliances entered the war. Soon the Central Powers, which included Austria-Hungary and Germany, were battling the Allied Powers, which included Russia, France, and England.

Some countries remained *neutral*—they did not side with any of the fighting countries and did not want to enter the war. At first Belgium was a neutral country. When Germany decided to attack France, Belgium refused to let Germany cross its territory to attack France. Germany declared war on Belgium, and marched through Belgium to the French border. World War I often involved countries wishing to remain neutral. Belgium, no longer a neutral country, became an ally.

Chronology of World War I

1914	**June 28, 1914**—Archduke Ferdinand and wife assassinated by Serbian nationalists.
	July 28, 1914—Austria-Hungary declares war on Serbia; Germany declares war on Russia; Britain declares war on Germany—the beginning of World War I.
	August 4, 1914—President Wilson declares the United States neutral.
1915	**May 7, 1915**— German submarine sinks passenger liner *Lusitania*; 128 American civilians among the 1,198 casualties.
1917	**January 17, 1917**—German and Mexican espionage uncovered; Germany promised Mexico some United States territory in return for Mexico's support.
	March, 1917—Germans sink four unarmed American merchant ships with a loss of 36 lives; Zimmermann note proposing German-Mexican alliance to help Mexico regain Texas, New Mexico, and Arizona if United States enters the war.
	April 6, 1917—United States joins the war after a meeting of Congress.
	June, 1917—General John Pershing takes 14,500 soldiers to France; by November he has over 2 million troops.
1918	**November 11, 1918**—World War I ends; Bulgaria gives up on September 30, Turkey on October 30, Austria-Hungary on November 4, and Germany on November 11, 1918.

Within one year, almost every country in Europe had gone to war. Portugal, Italy, Greece, and Romania joined the Allies. Bulgaria and the Ottoman Empire joined the Central Powers. Meanwhile, Americans feared the war would spread beyond Europe and cause the United States to become involved. After German U-boats (from the German word *Unterseeboot* meaning undersea boat), or submarines, attacked United States merchant ships carrying goods to European countries, the United States was forced to enter the fight as an **Associated Power** in support of the Allies in 1917. The war lasted until 1918. At the time, this war was called the **Great War**.

Summary

M **m**ilitarism
A **a**lliances
I **i**mperialism
N **n**ationalism

The growth of imperialism and militarism caused large European countries to distrust each other. Their governments began to build strong militaries and make alliances with other countries to protect their interests. One way to remember the main causes of the Great War (World War I) is **m**ilitarism, **a**lliances, **i**mperialism, and **n**ationalism—MAIN. Finally, the violent murder of the Austria-Hungarian Archduke by a Serbian nationalist led to the outbreak of World War I in Europe. Although the United States wanted to remain neutral, it was forced to enter the war as an Associated Power in support of the Allies.

Practice

Answer the following using short answers.

1. What are three reasons European nations wanted overseas colonies? ______________________________

   ____

   ____

   ____

2. How did the military buildup in Europe affect relations between the countries? ______________________________

   ____

   ____

3. Small nations could not build large militaries. How did they try to gain protection? ______________________________

   ____

   ____

4. What happened to the Archduke Francis Ferdinand during his visit to Sarajevo? ______________________________

   ____

   ____

5. In what year did the Great War, or World War I, begin in Europe? ______________________________

Practice

Circle the letter of the correct answer.

1. The government believed it was necessary to build a large army and navy.
   - a. nationalism
   - b. militarism
   - c. colonialism
2. Everyone had strong feelings of loyalty and devotion to his country.
   - a. nationalism
   - b. militarism
   - c. imperialism
3. The two countries signed an agreement to help each other when necessary.
   - a. armistice
   - b. antagonist
   - c. alliance
4. The head of the government was killed by an angry gunman.
   - a. acclamation
   - b. assassination
   - c. assignation
5. A small country was ruled by a large country who wanted its natural resources.
   - a. calumny
   - b. corporate
   - c. colony

Practice

Circle the letter of the correct answer.

1. All of the following caused European countries to distrust each other **except** ____________ .

    a. the development of large armies
    b. the desire to help each other make money
    c. competition for colonies
    d. extreme feelings of pride in their country

2. When countries sign military alliances, they promise ____________ .

    a. to assist each other in a war
    b. to build large militaries
    c. not to take any colonies
    d. to stay out of war

3. The Archduke Ferdinand was sent to Sarajevo to ____________ .

    a. grant the Bosnians independence
    b. declare war on Serbia
    c. show his government's goodwill
    d. arrest angry Bosnians

4. At first, Belgium was a neutral country. This meant that Belgium ____________ .

    a. had an alliance with all European countries
    b. did not take sides in the war
    c. had the largest military
    d. was not concerned about the war

5. The United States entered World War I because ____________ .

    a. it wanted to support the Central Powers
    b. it was drawn into the war after German U-boats attacked its ships
    c. it had an alliance with Serbia
    d. it wanted to establish colonies in Europe

Practice

Use the **list** *and* **statements** *below, and the* **map** *on the next page, to* **color code** *the* **military alliances** *among the countries.*

Austria-Hungary
Belgium
Bulgaria
France
Germany
Great Britain
Greece
Italy
Montenegro
Ottoman Empire
Portugal
Romania
Russia
Serbia

a. Austria-Hungary declared war on Serbia. Color Austria-Hungary **red**; color Serbia **blue**.

b. Russia had a treaty with Serbia and prepared for war. Color Russia **blue**.

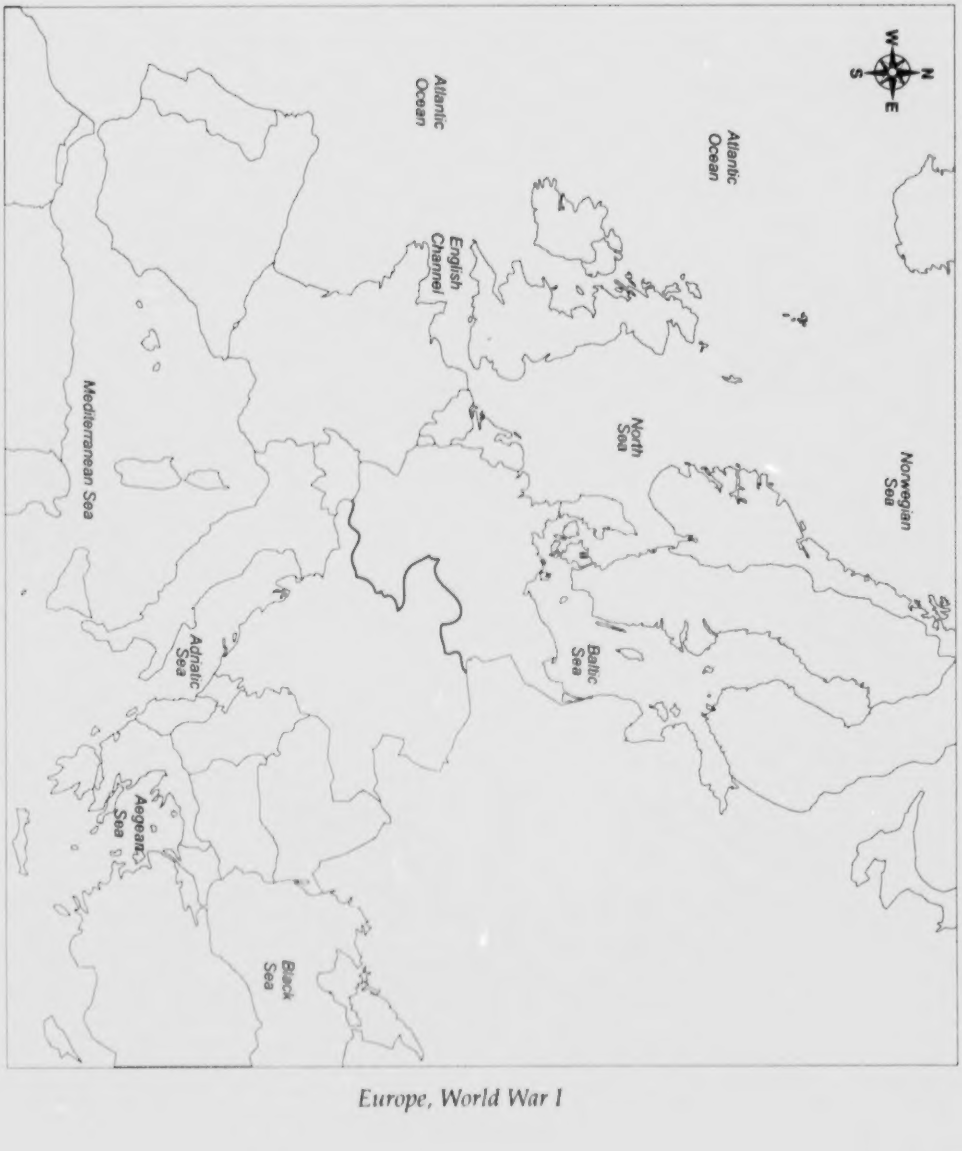
c. Germany was Austria-Hungary's ally and declared war on Russia. Color Germany **red**.

d. France was Russia's ally and declared war on Germany. Color France **blue**.

e. Germany attacked France by invading neutral Belgium. This caused Great Britain to declare war on Germany. Color Great Britain and Belgium **blue**.

f. Portugal, Italy, Greece, Romania, and Montenegro joined the Allied side. Color these countries **blue**.

g. Bulgaria and Ottoman Empire joined the Central Powers. Color these two countries **red**.


W
N
S
E
Atlantic Ocean
Atlantic Ocean
Norwegian Sea
English Channel
North Sea
Baltic Sea
Mediterranean Sea
Adriatic Sea
Aegean Sea
Black Sea

Europe, World War I

Practice

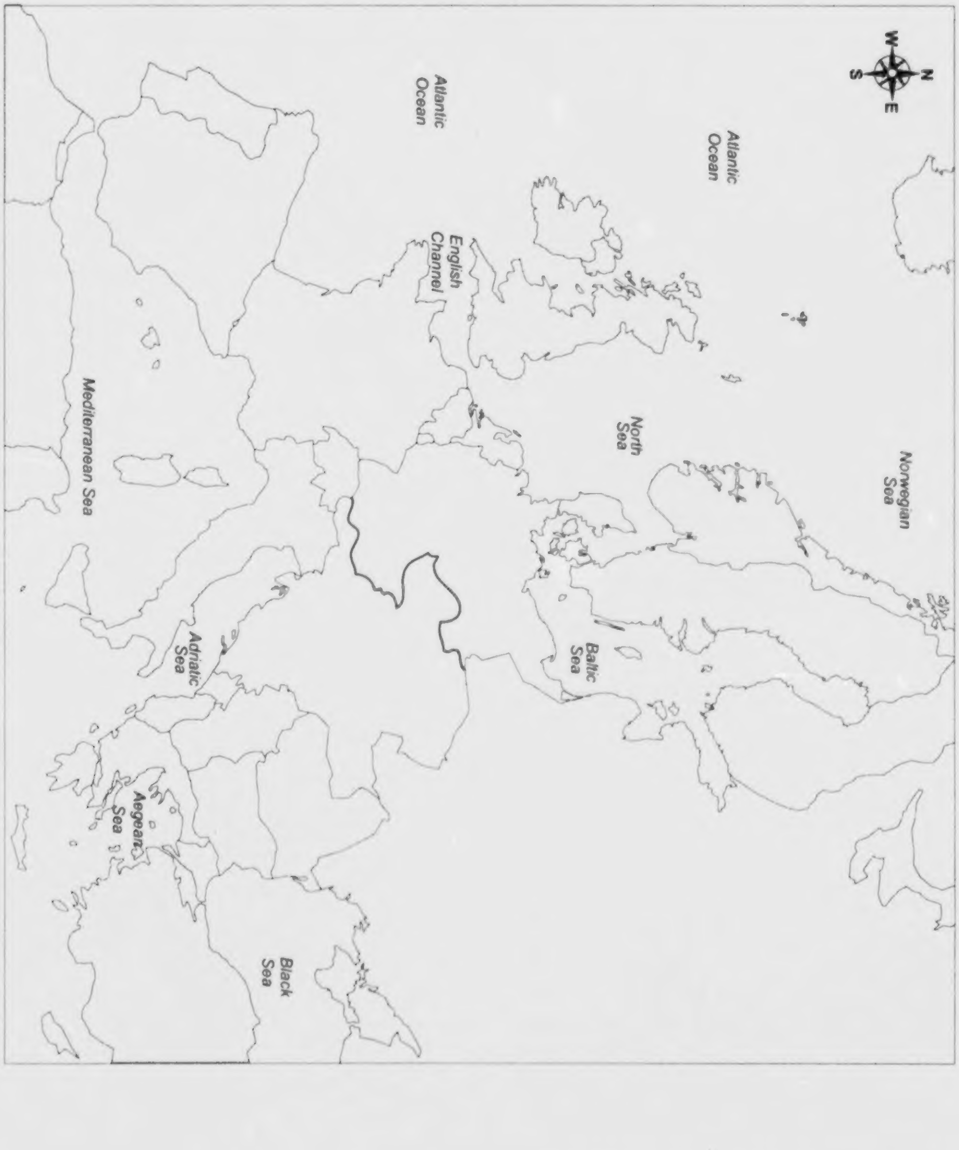
Use the **chart** *below to separate the* **color-coded nations** *from the* **map** *on previous page into* **two groups**. *Write the* **name** *of each country beneath its* **alliance**.

Allied Powers—Blue	Central Powers—Red

Practice

Use the **map** *on page 297 to* **label** *and* **color code** *the* **European nations** *that did* **not fight** *with either side in World War I. Color these countries* **gold**.

Albania
Denmark
Netherlands
Norway
Spain
Spanish Morocco
Sweden
Switzerland


W
N
S
E
Atlantic Ocean
Atlantic Ocean
English Channel
North Sea
Norwegian Sea
Mediterranean Sea
Adriatic Sea
Baltic Sea
Aegean Sea
Black Sea

Practice

Use the map on page 297 to answer the following using short answers.

1. Which country forms the eastern boundary of Germany? __________

____

2. Which Allied nation is located on an island between the Atlantic Ocean and the North Sea? ____________________

____

3. Which small Allied nation is located on the western tip of Spain?

____

4. What large body of water forms the southern boundary of Europe?

____

5. Name four countries that border Switzerland. ____________

____

____

6. Which Central Power nation is crossed by the outlet from the Black Sea? ______________________________

7. Name three countries on the map that are landlocked (surrounded by land). ______________________________

8. When Germany invaded Belgium and France, in which direction was its army moving? ______________________

9. Which Allied nation is shaped like a long boot? ______________

10. Which body of water separates Russia from Sweden? __________

Practice

Use the map on page 297 to answer the following using complete sentences.

1. Pretend you are a German officer in World War I. Look at the locations of Germany, Russia, and France. What important problem might you face in going to war with both Russia and France? Write your explanation below.

2. What branch of the military would Great Britain most need to fight the war? Explain.

3. What fact of geography might have helped Norway and Sweden stay neutral? Explain.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. free from control of another; self-ruling

______ 2. a country's desire to have a strong military

______ 3. a Slavic city in the territory of Bosnia; the place where Archduke Francis Ferdinand was assassinated on June 28, 1914 (which started World War I)

______ 4. an agreement between two or more nations

______ 5. another name for World War I (the name for the war during the fighting)

______ 6. countries (including Austria-Hungary and Germany) who supported each other during World War I

______ 7. countries (including Great Britain, France, and Russia) who supported each other during World War I

A. Allies (Allied Powers)

B. Central Powers

C. the Great War

D. independent

E. militarism

F. Sarajevo

G. treaty

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. not taking sides in a quarrel or war

______ 2. loyalty and devotion to one's country

______ 3. to murder by surprise attack (especially a politically important person)

______ 4. an agreement between two or more countries, groups, or people to work together

______ 5. a region or country controlled by another country

______ 6. the practice of establishing colonies; extending the rule of one country over other countries or colonies

A. alliance

B. assassinate

C. colony

D. imperialism

E. nationalism

F. neutral

Unit 12: The United States Enters World War I (1915-1918)

This unit emphasizes the reasons the United States entered World War I and the role the United States played in the Allied victory.

Unit Focus

- reasons behind America's attitudes towards World War I
- early effects of World War I on American trade
- reasons the United States entered World War I during President Woodrow Wilson's administration
- ways war affected life in America
- reasons the United States assisted in Allied victory

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Vocabulary

Study the vocabulary words and definitions below.

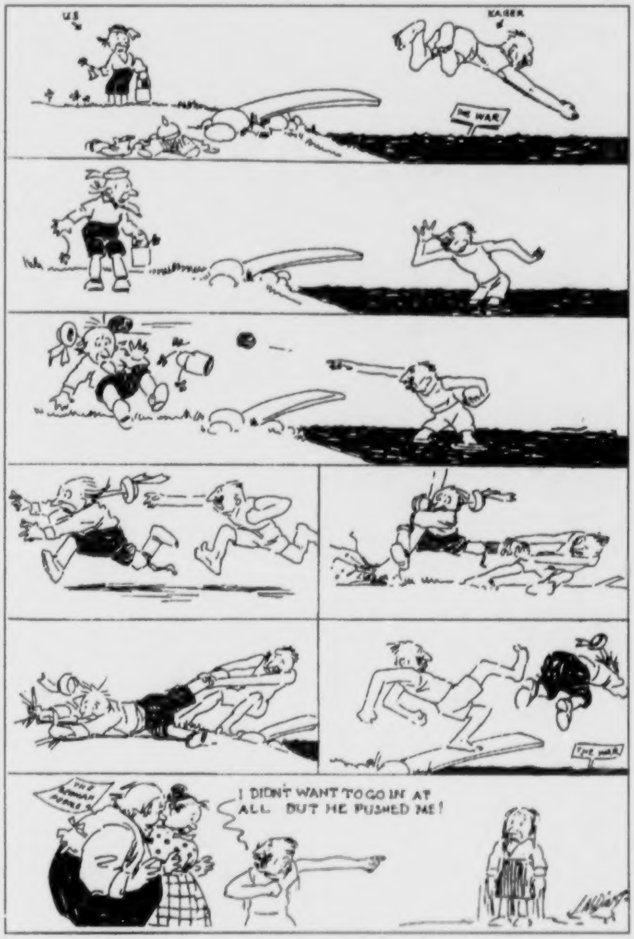
armistice	a truce or agreement to stop fighting
blockade	the act of using warships to surround an enemy's harbor and prevent persons or supplies from entering or leaving
Bolshevik Revolution	the Communist overthrow of the Russian czar
contraband	illegal goods; in time of war, usually ammunition and weapons
enlisted	joined
espionage	spying; the use of spies
front	a zone where enemy armies battle
Liberty bonds	government certificates that would be worth more in the future; money from their sale was used to finance the war
ration	to limit the amount of goods a person may purchase
sedition	being disloyal to one's government
Selective Service Act	law that allows the federal government to call men to serve in the military

Who's Who as the United States Enters World War I

Czar Nicholas II	Woodrow Wilson
General John J. Pershing	Arthur Zimmermann

Introduction

When war broke out in Europe in 1914, the United States wanted to remain neutral. Most Americans believed that nations should not settle their disagreements through war. In addition, the war was far across the Atlantic Ocean and was not a direct threat to the United States. As the war progressed, however, the United States found itself unable to remain neutral. Once the United States entered the war, the lives of most Americans changed in some way.



From 1914 until the United States entered into the hostilities in 1917, the United States had stayed neutral. When the United States eventually did enter the war, the kaiser (ruler) of Germany represented Americans to the German people as forcing the war upon the Germany.

Courtesy of the J. N. "Ding" Darling Foundation

American's Attitudes towards the War

Most Americans hoped their country would not become involved in the war. Many Americans, however, did sympathize, or side, with one side or the other. Some people favored the Allies—Great Britain, France, and Russia, and later, Italy and Japan. The United States had close trading ties with Great Britain and France. In addition, many Americans or their ancestors had lived in one of the Allied countries.

Some people in the United States sympathized with the Central Powers—Germany and Austria-Hungary—because many recent immigrants to the United States had come from that region of Europe. Some Irish-Americans hoped that Great Britain would lose the war because it had not granted Ireland independence.

Early Effects of the War on American Trade

Before the war, the United States had traded with most of the major European countries. Once the war started, however, none of the countries at war wanted the United States to supply goods to their enemies. The countries at war knew that if the United States did not sell food and military supplies to their enemies, then their enemies would become weak and be unable to continue the war.

By 1915 the British had placed a naval **blockade** around the ports of the Central Powers to prevent Americans from trading with the Central Powers. British warships forced American ships that were headed for Germany to sail to Great Britain instead. The British took the goods from the American ships and then sent the ships back unharmed to the United States.

The United States reminded Great Britain that the United States was a neutral country. Therefore, it had the right to trade with any country. The American protest did no good, and the British refused to let American ships near the seaports of the Central Powers. At the same time the United States was also selling goods to Great Britain and France.

Meanwhile, the Germans set up their own *blockade* around Great Britain. German ships patrolled the sea beneath the surface with their U-boats, or submarines. The area of the blockade was called the *war zone*. The Germans said they would sink all Allied and neutral ships that sailed into that zone.

The United States Is Drawn into the War (1914-1916)

For the first two years of the war, the United States was able to remain neutral and not enter the war. But for several reasons, President *Woodrow Wilson* finally decided that the country had no choice but to enter the war on the side of the Allies.

Americans and American Ships at Sea Attacked by Germany

One of the reasons the United States entered the war was to protect its ships and citizens traveling by sea. On May 7, 1915, the British passenger ship *Lusitania* was on its way from New York to Great Britain. The *Lusitania* was carrying almost 1,200 passengers, 128 of them American citizens. The Germans believed the *Lusitania* was carrying **contraband**, or illegal military supplies such as explosives, ammunition, and guns. A German U-boat sank the *Lusitania*. Of the 1,198 persons killed, all 128 Americans aboard died. Americans were angry that civilians had been killed in the German submarine attack. This attack on civilians made many Americans sympathetic towards the Allies.

After the sinking of the *Lusitania*, President Wilson warned the Germans not to sink American ships or ships carrying American citizens. For a while, Germany stopped, but relations between the two countries continued to worsen. Then, in January of 1917, Germany announced that their submarines again would attack merchant ships that carried contraband. They kept their word. The Germans sank several trading ships in March of 1917.

The Zimmermann Note

Another reason the United States entered the war was the discovery of a secret telegram message sent by Germany to Mexico. The message, sent in January of 1917, became known as the *Zimmermann note. Arthur Zimmermann* was the German foreign minister. He asked Mexico to join the Central Powers if the United States joined the Allies. In return, Germany would see that Mexico regained land lost to the United States in the Mexican-American War of 1846. Those lands included California, Utah, Colorado, Arizona, and New Mexico. The Zimmermann note caused more Americans to favor the Allies because the Germans were threatening to steal states from the United States. Those Americans already in favor of the Allies grew more committed to an Allied victory.

Economic Concerns

Economic reasons also drew the United States into the war in Europe. American banks and weapon builders had loaned large amounts of money to help the Allies fight the war. In addition, farmers had sold the Allies farm goods on credit. The bankers, builders, and farmers feared that if the Allies lost, the Allies would not be able to pay off their debt to American investors and many Americans would suffer financially. To protect their investments, the bankers, builders, and farmers urged President Wilson to enter the war in support of the Allies.

Bankers, builders, and farmers feared that if the Allies lost, the Allies would not be able to pay off their debt to American investors.

Congress Declares War

President Wilson felt he had no choice but to enter the United States into the war in support of the Allies. The American President, however, cannot declare war; only the United States Congress has that power. So President Wilson called a special session of the Congress and asked them to declare war against the Central Powers. On April 6, 1917, Congress declared war on the Central Powers.

How the War Affected Life in America

Preparing to enter the war and then supporting soldiers fighting in Europe involved most Americans in some way. Men had to be trained to fight; factories and workers had to produce military supplies; more food had to be produced to feed the military; and money had to be raised to pay for the war.

Preparing the United States Army

The United States took steps to prepare for war. First, the government increased the size of the army. Some men **enlisted**, or joined, the army, but many more were needed. In May of 1917, Congress passed the **Selective Service Act**. This act allowed the government to *draft* men, or require men to enter the military. American soldiers were nicknamed *doughboys*.

Doughboy

The expression "doughboy," which was in wide circulation a century before the first World War in both Britain and America, referred to fried flour dumplings called doughboys, the predecessor of the modern doughnut. History is not completely clear on why our American soldiers were called doughboys, but there are several theories:

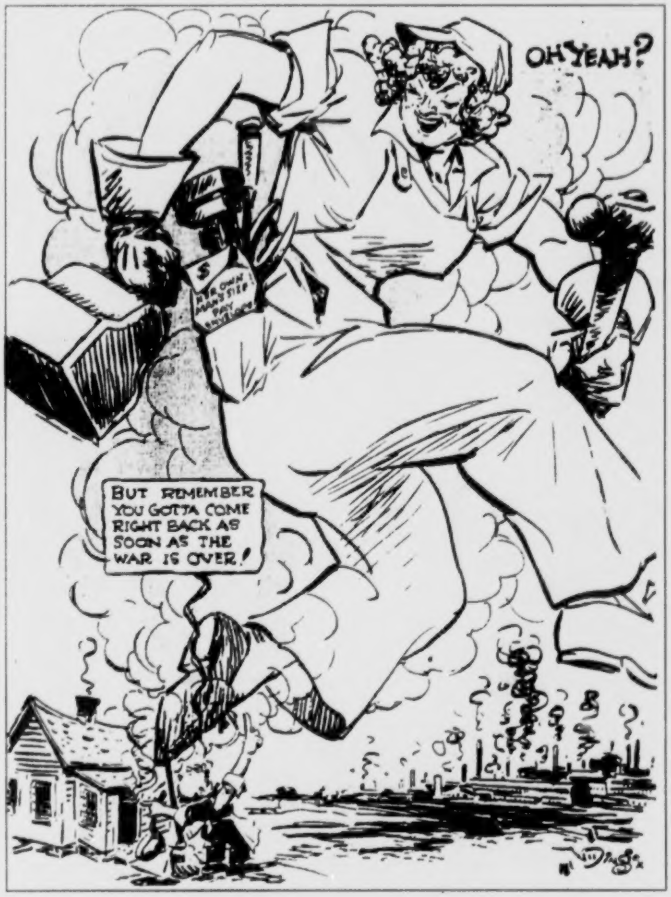
- American soldiers loved to eat the doughboys or doughnuts
- United States infantrymen wore coats with unique brass buttons that resembled the doughboy dumplings
- in cooking the doughnut, a flour-and-rice concoction was wrapped around a bayonet over the flames

More than two million men underwent the early army training. Then in 1918, they were sent to Europe. They were known as the American Expeditionary Force (AEF). The AEF served under the command of General *John J. "Black Jack" Pershing*. Eventually, almost five million American soldiers served in the military during World War I.

Producing Military Supplies and Food

The government ordered many factories to produce more war goods. This meant some factories had to change what they produced. For example, bicycles were not needed, but ball bearings for wheels were necessary. Therefore, bike factories produced ballbearings. Because so many men had gone off to war, there was a shortage of workers. Consequently, many women and African Americans entered the industrial work force for the first time.

To make sure that Americans at home and in Europe had enough to eat, the government set prices and limits on food sold at home. In addition, the government told farmers to grow as much food as possible. The government asked Americans to **ration** or limit the amount of wheat, meat, sugar, and gasoline they used. Advertising encouraged Americans to serve meatless meals one day a week. On other days they were asked to not use wheat or the wheat products of bread or cereal. Rationing food allowed the United States to send enough food to the soldiers and citizens in Europe.


OH YEAH?
$
HER OWN MAN SIZE PAY ENVELOPE
BUT REMEMBER YOU GOTTA COME RIGHT BACK AS SOON AS THE WAR IS OVER!

During the war, as men joined the armed forces, there was a shortage of workers. Many women stepped in to take on their jobs and worked in factories for the first time. By working in jobs once thought to be for men only, women changed the view that they could do only certain kinds of jobs.

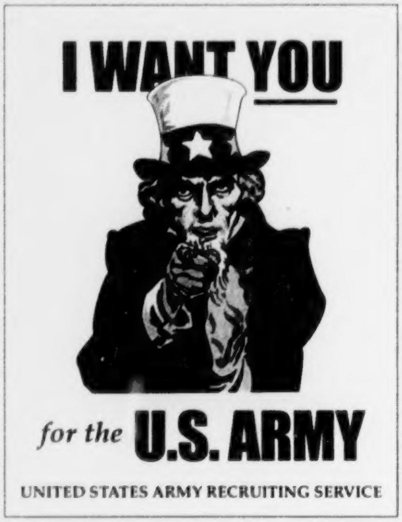
Courtesy of the J. N. "Ding" Darling Foundation

Raising Money for the War

The United States needed to raise money to pay for the war. First, the United States government increased taxes to help pay for the war. Taxes required everyone to help out.

A second way the government raised money was through the sale of **Liberty bonds**, certificates that were worth more several years later than at the time they were issued. When buyers purchased a bond, they were actually loaning money to the government. The government promised to repay the money with interest at a given time.

Government War Posters


I WANT YOU
for the U.S. ARMY
UNITED STATES ARMY RECRUITING SERVICE

A group of well known artists met in New York City on April 17, 1917 to determine how they could contribute to America's war effort. The director of the government's Committee on Public Information asked the artists to produce whatever artwork the government might need in connection with the war effort. Within a few weeks, the enthusiastic artists started working on government war posters. These war posters became a common sight throughout American cities. More than 2,000 different posters were created, and about 20 million copies of these posters were printed. The posters used strong, forceful images and simple slogans to get their messages across.

The Uncle Sam poster was very popular and has lived on in popularity long after World War I was over. The pointing Uncle Sam was created by an American illustrator, James Montgomery Flagg (1877-1960), and was a self-portrait. This image has come to represent patriotic duty and pride and continues to be used on government posters and pamphlets today.

Freedom of Speech

Not all Americans wanted the United States to enter the war. The government took steps to silence those Americans who spoke out against the war. In 1917 Congress passed laws that outlawed any disagreement with the government either in actions or words. These laws which limited freedom of speech were called the *Espionage and Sedition Acts*. **Espionage** means spying, and **sedition** refers being disloyal to the government. A government committee was formed to persuade all Americans to support the war effort. Several people were arrested and sent to jail because they spoke out against the war. Congress restored freedom of speech after the war.

The United States Military Joins Allied Forces in Europe

World War I was fought on two different **fronts**, or zones where enemy armies battle. Remember that the Central Powers, Germany and Austria-Hungary, were located *between* the Allied Powers—Great Britain and France on the west and Russia on the east. They had to fight Russia, on the east, or the Eastern Front. And they had to fight France and Great Britain—two more Allied Powers—on the Western Front. Fighting on two fronts was difficult for the Central Powers because it caused them to split their attention, money, men, and materials.

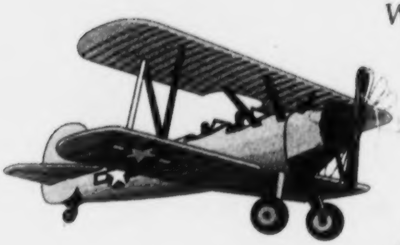
Then, in 1917, Russia's ruler, *Czar Nicholas II*, was overthrown in the **Bolshevik Revolution**. In 1918 the Bolsheviks signed a peace treaty with Germany and withdrew from the war. Germany quickly sent their soldiers which had been fighting Russia to fight on the Western Front. Germany now had a stronger force, and it appeared that it would win the war.

However, with the addition of American soldiers, the Allies became stronger. They were able to turn the tide of war in favor of the Allies. By October of 1918, the Allies and the United States pushed the Germans back into Germany, and the Central Powers collapsed from the long war. Germany, badly defeated, asked for a cease-fire.

On November 11, 1918, the United States, the Allies, and the Central Powers signed an **armistice**. An armistice is an agreement to stop fighting. While fighting was over, soldiers waited on the front for a treaty to end the war. Eight months later in the summer of 1919, a peace treaty was signed. The war was officially over! The United State and the Allies had won World War I, known at that time as the *Great War*.

A New Age in Weapons

The Industrial Revolution had changed the way nations fought wars. Modern weapons were mass-produced in factories. Many new weapons were introduced on the battlefield in World War I. The Germans used the U-boat, or submarine. The U-boat enabled them to carry out surprise attacks on ships from below the surface of the sea. The British invented and used the tank for the first time. In addition, the machine gun increased a single soldier's ability to wound and kill enemy soldiers at a great rate.



Warring nations also used the airplane as a military weapon. When war first broke out, warring nations used planes to observe movements on the ground. By the end of the war, those nations installed machine guns in the planes, and pilots had air battles known as *dogfights*. Chemical warfare also was practiced. Poisonous gases, such as mustard gas, were used to kill or hurt enemy soldiers. World War I brought the United States and the world into a new and dangerous period of warfare.

Summary

The United States entered World War I for several reasons. The warring powers did not honor the position of the United States as a neutral nation. Consequently, the United States did not have freedom of the seas for its ships. There was also the danger that the United States would lose land to Mexico if the Central Powers won the war. A victory by the Central Powers would have meant a great loss of money to American businesses.

Once the United States entered the war, many changes occurred at home. Industry and agriculture had to increase production to support the war effort. To ensure that no one spoke against the war, freedom of speech was temporarily limited.

The armistice was signed on November 11, 1918, ending the fighting of World War I. The United States played an important role in the Allied victory. Now, the world waited to see what role it would play in the period to come.

Practice

Use the list below to complete the following statements.

armistice
blockade
contraband
enlisted
espionage
Industrial Revolution
Liberty bonds

1. The enemy was secretly receiving ____________________ to help fight the war.

2. When the Central Powers could no longer continue the war, they signed an ____________________ with the Allies.

3. The ships were unable to reach ports because a ____________________ had been placed around them.

4. People who tell government secrets to the enemy are accused of ____________________ .

5. Some men ____________________ in the army when the United States declared war.

6. The government raised money by selling ____________________ .

7. The ____________________ had changed the way nations fought wars since modern weapons could be mass-produced in factories.

Practice

Match each **effect** *with the correct* **cause**. *Write the letter on each line provided.*

effect	cause
______ 1. American ships were sunk while trying to deliver goods to Great Britain.	A. Some Americans criticized the United States government for entering World War I.
______ 2. Some people sided with the Central Powers during the war.	B. German U-boats sunk any ships trying to enter British ports.
______ 3. The government passed laws limiting Americans' freedom of speech during World War I.	C. Large amounts of food were needed to feed the American soldiers in Europe.
______ 4. The American people reduced the amount of food they ate during the war.	D. Many immigrants recently had come to the United States from countries in Central Europe such as Germany and Austria.
______ 5. Germany asked the Allies for a cease-fire in 1918.	E. Germany had been badly destroyed after four years of fighting the Allies.

Practice

Answer the following using short answers.

1. List the countries of the Central Powers. ______________________

    ____

2. List the countries of the Allied Powers. ______________________

    ____

3. What was the Zimmermann note? ______________________

    ____

    ____

4. What was the nickname for American soldiers in World War I?

    ____

5. What were battles fought in the air between airplanes called?

    ____

Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct. If the statement is* **false**, *rewrite it on the lines provided to make it true.*

__________ 1. The British ship *Lusitania* was sunk by a German U-boat.

____

____

__________ 2. Germany's foreign minister, Ambassador Zimmermann, sent a note to the United States to gain its support in the war.

____

____

____

__________ 3. President Woodrow Wilson asked Congress to declare war on the Allied Powers.

____

____

__________ 4. The commander of the American soldiers during World War I was General John J. "Black Jack" Pershing.

____

____

__________ 5. The troops of Germany and Austria-Hungary were nicknamed doughboys.

____

____

__________ 6. The Selective Service Act allowed the government to draft men.

____

____

__________ 7. At the end of World War I, Mexico was given the American states of Texas, Arizona, and New Mexico.

____

____

__________ 8. Russia signed a peace treaty with Germany and withdrew from the war before it ended.

____

____

__________ 9. Battles between U-boats were called dogfights.

____

____

__________ 10. The European Allied countries borrowed large amounts of money from American banks.

____

____

Practice

Circle the letter of the correct answer.

1. When World War I started in Europe, the United States __________ .
   a. quickly sent troops to help the Allies
   b. did not take sides
   c. stopped all American ships from going to Europe

2. As a neutral nation, the United States __________ .
   a. claimed the right to ship goods to both the Allies and the Central Powers
   b. could not carry on trade and commerce with the two sides
   c. was allowed to ship illegal war goods to Great Britain

3. The United States government raised money for the war by all of the following methods **except** __________ .
   a. selling Liberty bonds
   b. raising taxes
   c. selling farm goods from victory gardens

4. The Russian government changed in 1917 because __________ .
   a. elections were held and the ruler lost
   b. Russia's ruler was overthrown in a revolution
   c. the head of Russia's government quit his job

5. Russia's withdrawal from the war allowed Germany to __________ .
   a. ask for a cease-fire
   b. begin sinking American ships
   c. send more troops to fight on the Western Front

6. The tide of the war began to turn against Germany when __________ .
   a. the United States sent troops to help the Allies
   b. Great Britain placed a naval blockade around German ports
   c. the Allies began to use the U-boat to sink German ships

7. A labor shortage in the United States during World War I resulted in __________ .

   a. the closing of large weapons factories
   b. many women and African Americans entering the industrial work force
   c. Congress passing the Selective Service Act

8. The purpose of the Espionage and Sedition Acts was to __________ .

   a. recruit spies for the American government
   b. prevent German spies from entering the United States
   c. end American criticism of the United States entering World War I

9. Manufacturing methods used in the __________ Revolution resulted in the development of dangerous new weapons.

   a. Bolshevik
   b. Industrial
   c. Communist

10. On November 11, 1918, the warring powers agreed to an armistice. This means that __________ .

    a. they agreed to stop fighting
    b. the Allies had been defeated by the Central Powers
    c. the United States had won the war

Practice

Answer the following using complete sentences.

1. List three important reasons why the United States entered World War I.

2. Why did Germany ask for a cease-fire? ______________________

3. When and how did World War I end? ______________________

Practice

Write a **letter** *home to your parents (or guardians) explaining your* **experiences** *in the* **American Expeditionary Force (AEF)** *during the* **Great War**.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. being disloyal to one's government

______ 2. to limit the amount of goods a person may purchase

______ 3. the Communist overthrow of the Russian czar

______ 4. law that allows the federal government to call men to serve in the military

______ 5. government certificates that would be worth more in the future; money from their sale was used to finance the war

______ 6. a zone where enemy armies battle

A. Bolshevik Revolution

B. front

C. Liberty bonds

D. ration

E. sedition

F. Selective Service Act

Unit 13: Looking for Peace after World War I (1918-1921)

This unit emphasizes how President Woodrow Wilson's Fourteen Points comprised a plan for building a lasting peace between nations and how the Senate wanted to return to its neutral position and avoid problems overseas.

Unit Focus

- explanation of President Woodrow Wilson's Fourteen Points program for peace
- description of Treaty of Versailles World War I peace treaty and League of Nations
- reasons United States did not sign Treaty of Versailles or join League of Nations

WORLD PEACE

Vocabulary

Study the vocabulary words and definitions below.

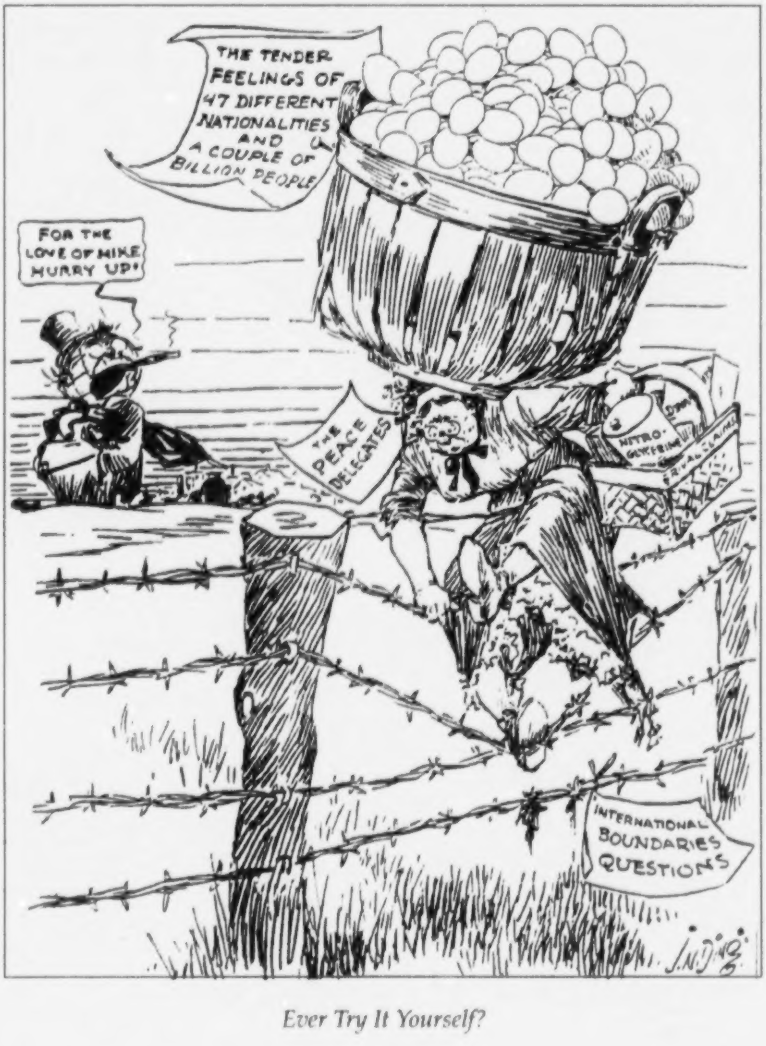
compromise	a settlement in which each side gives up some of its demands in order to reach an agreement
covenant	a binding agreement between parties
Fourteen Points	a peace program outlined by President Wilson in 1918
League of Nations	the world organization of nations established in 1920 and based on Wilson's Fourteen Points
liberated	freed
self-determination	right of people to decide in which country they want to live
tariff	tax or duty that a government charges on imports or goods coming into a country
Treaty of Versailles	agreement signed to end World War I

Who's Who in Looking for Peace after World War I

Woodrow Wilson

Introduction

President *Woodrow Wilson* began thinking about peace even before the end of World War I. He developed a program for peace called the **Fourteen Points**. He believed that if all the world's nations agreed to these points, then world peace could be maintained. The United States began dropping leaflets describing these points over Central Europe during the war. His ideas so interested Central European people that many of them stopped supporting their own leaders in Germany and Austria-Hungary. They believed that Wilson's plan offered the possibility of a lasting peace.


THE TENDER FEELINGS OF 47 DIFFERENT NATIONALITIES AND A COUPLE OF BILLION PEOPLE
FOR THE LOVE OF MIKE HURRY UP!
THE PEACE DELEGATES
NITRO-GLYCERINE
RIVAL CLAIMS
INTERNATIONAL BOUNDARIES QUESTIONS
J.N. DING

Ever Try It Yourself?

Courtesy of the J. N. "Ding" Darling Foundation

Fourteen Points

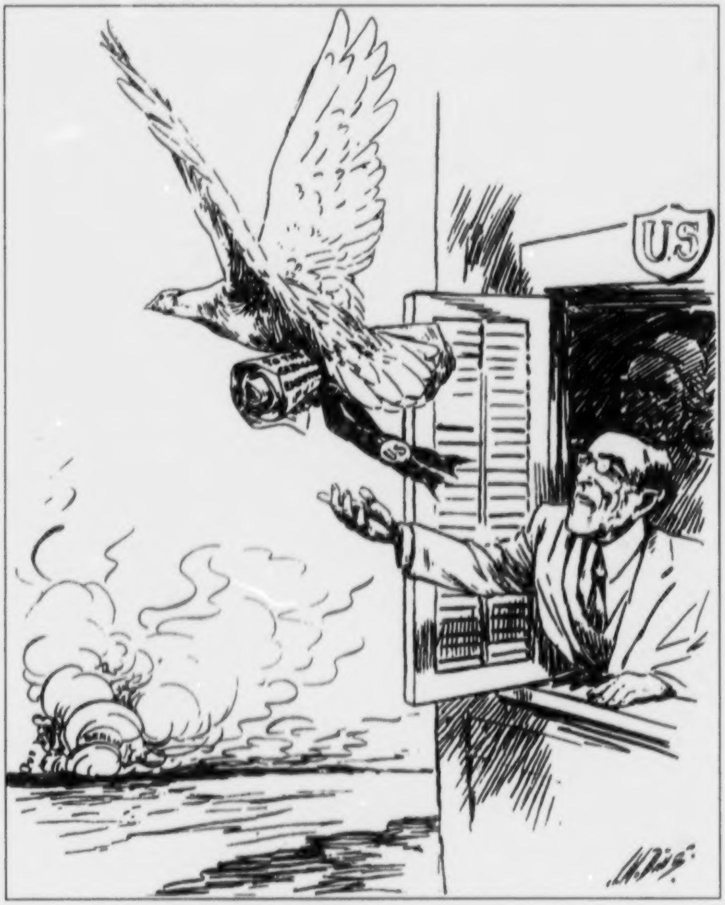
President Wilson intended five of the Fourteen Points to prevent the causes of any future wars. All fourteen points are on page 344. The five points that Wilson intended to end future wars were as follows:

- First, Wilson said that nations should not make secret treaties. He believed that all agreements between nations should be made public.
- Second, peace would be more likely if world powers reduced their militaries and arms. With smaller armies, nations would be less likely to declare war.
- Third, there should be freedom of the seas. No nation had the right to interfere with the shipping or trade of another nation. Wilson regretted that Germany's attacks on the American ships had contributed to the entry of the United States into World War I.
- Fourth, nations should remove or lower **tariffs**. A tariff is a tax on goods that one country or nation ships to another. Tariffs make it difficult for a nation to sell their goods to the people of another nation.
- Fifth, there would be international control over colonies in an effort to eliminate imperialism. The fight for colonies had been a major point of conflict between the nations involved in World War I.

WORLD PEACE

Two other points were key to promoting peace in the world. Wilson believed that people in Central Europe should have **self-determination**. That meant they should be free to decide in which country they wanted to live. The new borders of countries would be drawn according to the people's wishes. In addition, nations would choose their own governments. Although this was a peaceful proposal, it did not work. People living together often disagreed about which country they wanted their territory to join.

One of Wilson's most original and important ideas was to form an *association of nations*. He wanted the nations of the world to form a world congress. Problems between countries could then be taken to this congress. There they would be worked out by **compromise**, or agreement, and not by war. This congress was later named the **League of Nations**.



Wilson offers peace to the German emperor.

Courtesy of the J. N. "Ding" Darling Foundation

Wilson's Fourteen Points

1. **An end to all secret diplomacy**
2. **Freedom of the seas in peace and war**
3. **The removal of trade barriers among nations**
4. **The general reduction of armaments**
5. **The adjustment of colonial claim is in the interest of the inhabitants as well as of the colonial power**
6. **The evacuation of Russian territory and the independent determination by Russia of its own national policies**
7. **The restoration of Belgium**
8. **The evacuation of all French territory and return of Alsace-Lorraine**
9. **The readjustment of Italian boundaries along clearly recognizable lines of nationality**
10. **Independence for various national groups in Austria-Hungary**
11. **The restoration of the Balkan nations and free access to the sea for Serbia**
12. **Protection for minorities in Turkey and the free passage of the ships of all nations through the Dardanelles**
13. **Independence for Poland, including access to the sea**
14. **A general association of nations to protect "mutual guarantees of political independence and territorial integrity to great and small states alike"**

The Treaty of Versailles

In 1918 the Allies—France, Great Britain, and Italy, along with the United States—met to discuss the Fourteen Points and decide the fate of the Central Powers—Germany and Austria-Hungary—and the territories in Central Europe. A peace conference was held at the Palace of Versailles (ver-sigh) near Paris, France. The peace treaty was called the **Treaty of Versailles**. The Allied nations did not allow Germany to participate in the writing of the Treaty that was signed on June 28, 1919.

President Wilson did not want the Allies to punish Germany harshly. He felt that punishing Germany and the Central Powers could lead to a future war. The Central Powers might one day want to regain what they would lose in the Treaty of Versailles. The other Allies disagreed. They wanted to teach Germany a lesson. The treaty punished Germany in the following ways:

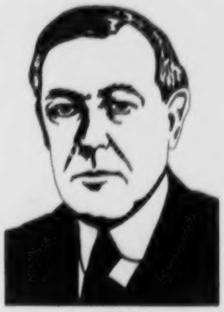
1. Germany had to accept the blame for the war.
2. Germany lost its navy and air force, and its army was limited so they could not fight again.
3. Germany was forced to pay the Allies $33 billion for war damages.
4. Germany lost all of its colonies in Africa and the Pacific; some of Germany's land was given to other countries.

The Allies made treaties with other nations, also. Austria-Hungary was divided into four new countries. They were named Austria, Hungary, Czechoslovakia, and Yugoslavia. Poland was **liberated**, or freed, from Austria-Hungary's rule. Each new country would select its own type of government.

The League of Nations

The Treaty of Versailles formed the *League of Nations*. President Wilson was anxious for the United States to join this association of nations. He returned from France to urge the United States Senate to accept the Versailles treaty and join the League of Nations.

It is the constitutional duty of the United States Senate to accept or reject treaties with other nations. Some members of the Senate were against the League of Nations. The Treaty included a **covenant**, a binding agreement, between its members. They agreed to protect any member-nation's boundaries or borders. The United States Senate feared that such an agreement could one day involve the country in another European war.



President Woodrow Wilson

President Wilson tried to gain popular support for the Treaty and the League. He traveled around the United States appealing to the people. He wanted them to force the Senate to accept the treaty and join the League. The President became very ill during his travels and never regained his health.

The Senate did not sign the Treaty of Versailles. They voted against joining the League of Nations. Instead, in 1921, the United States signed separate treaties with Germany. Americans were afraid of becoming involved in Europe's problems. They were ready to return to life as they remembered it before World War I.

Summary

President Woodrow Wilson's Fourteen Points was a plan for building a lasting peace between nations. Some of Wilson's ideas were written into the Treaty of Versailles peace treaty at the end of World War I. However, Wilson was disappointed when the Allies punished Germany. He was also disappointed that the United States Senate would neither accept the treaty nor join the League of Nations. The Senate wanted to return to its neutral position and avoid problems overseas.

Practice

Answer the following using short answers.

1. List five important ideas of Wilson's Fourteen Points. ____________

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

2. The Treaty of Versailles was signed near what city and in what country? ______________________________________

3. In what year was the treaty signed? ______________________

4. List four ways the treaty punished Germany. ________________

   ____

   ____

   ____

   ____

   ____

   ____

5. Why did the European Allies want to punish Germany? ______________

____

____

____

6. Name the four important Allied countries. ______________

____

____

____

7. Name the two important Central Powers countries. ______________

____

____

Match each **description** *with the correct* **location**. *Write the letter on the line provided.*

______	8.	new country formed out of Austria-Hungary	A. Czechoslovakia
______	9.	country that was liberated	B. Germany
______	10.	city near the Palace of Versailles	C. Paris
______	11.	country that lost its territories	D. Poland

Practice

Circle the letter of the **facts** *that do* **not** *belong in each group below.*

1. Fourteen Points:
   - a. larger militaries and more arms
   - b. freedom of the seas
   - c. an end to secret treaties
2. Treaty of Versailles:
   - a. Germany accepts blame for World War I
   - b. Germany must pay for Allied war damage
   - c. Germany gains new lands from the Allies
3. League of Nations:
   - a. President Wilson's idea
   - b. accepted by the United States Senate
   - c. a congress to solve problems between nations
4. Allies:
   - a. Great Britain, France, and Italy
   - b. refused to punish Germany for World War I
   - c. defeated Germany in World War I

Number the **events** *below in the* **order** *they occurred. Write the number on the line provided.*

________ 5. World War I ends.

________ 6. President Wilson urges Americans to support the treaty.

________ 7. The United States enters World War I.

________ 8. The United States refused to join the League of Nations.

________ 9. The Versailles peace treaty is written.

Practice

Circle the letter of the correct answer.

1. President Wilson wanted countries to reduce their militaries __________ .

   a. because they were too expensive
   b. so that there would be less chance of war
   c. because the Allies had been defeated in World War I

2. One issue discussed in the Fourteen Points which had caused the United States to enter World War I was __________ .

   a. secret treaties
   b. large militaries
   c. freedom of the seas

3. After the war, Austria-Hungary __________ .

   a. was divided into four new countries
   b. was not allowed to create a new government
   c. was forced to pay for war damages

4. President Wilson traveled through the United States trying to __________ .

   a. persuade the American people not to accept the treaty
   b. rest and get well from his illness
   c. gain popular support for the League of Nations

5. In the United States government, __________ accepts or rejects treaties with foreign countries.

   a. the President
   b. the United States Senate
   c. the House of Representatives

6. __________ the League of Nations.

   a. The United States did not join
   b. The United States joined
   c. The United States promised to join

7. After World War I, many Americans wanted the United States to __________ .

   a. head the League of Nations
   b. stay out of Europe's problems
   c. pay for the war damages

8. President Wilson believed that punishing Germany might lead to another war because __________ .

   a. Germany would be angry at Austria-Hungary
   b. Austria-Hungary would be angry at Germany
   c. Germany would want to regain its land taken under the Treaty of Versailles

Practice

Write a **radio address** *for President Wilson to present to the American public. In the speech, tell Americans to contact their Senator and* **recommend** *he or she vote for the* **Treaty of Versailles**. *Include at least* **three** *reasons why the treaty is good for the world and the United States.*

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. President Wilson's plan for keeping peace in 1918

_____ 2. right of people to decide in which country they want to live

_____ 3. the world organization of nations established in 1920 and based on Wilson's Fourteen Points; a congress of nations

_____ 4. a settlement in which each side gives up some of its demands in order to reach an agreement

_____ 5. tax or duty that a government charges on imports or goods coming into a country

_____ 6. freed

_____ 7. a binding agreement between two parties

_____ 8. agreement signed to end World War I

A. compromise

B. covenant

C. Fourteen Points

D. League of Nations

E. liberated

F. self-determination

G. tariff

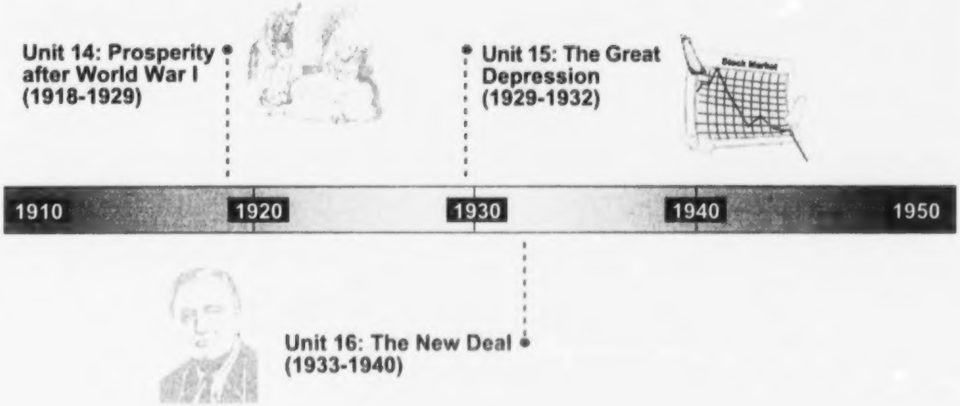
H. Treaty of Versailles

Section 4: Between Two Wars (1918-1940)

Unit 14: Prosperity after World War I (1918-1929)

Unit 15: The Great Depression (1929-1932)

Unit 16: The New Deal (1933-1940)

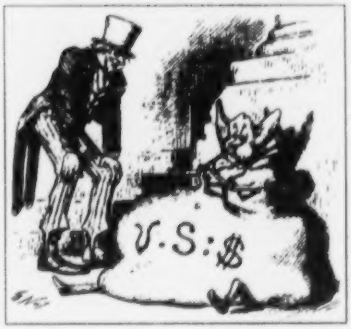

Unit 14: Prosperity after World War I (1918-1929)
Unit 15: The Great Depression (1929-1932)
Stock Market
1910
1920
1930
1940
1950
Unit 16: The New Deal (1933-1940)

Unit 14: Prosperity after World War I (1918-1929)

The unit emphasizes how the nation's culture, industry, and technology grew and how, at the decade's close, the wealth that many people had enjoyed suddenly ended in the Great Depression—a period of economic collapse.

Unit Focus

- economy of 1920s
- reasons behind growth of intolerance
- examples of technological revolution and impact on American culture
- reasons post-war isolationism began and ended
- beginnings of economic collapse



Vocabulary

Study the vocabulary words and definitions below.

18th Amendment	prohibited the manufacture, transportation, and sale of liquor in the United States
21st Amendment	ended Prohibition and made the manufacture, transportation, and sale of liquor legal
anti-Semitic	prejudiced against or hostile toward Jews
evolution	the theory that over millions of years various types of animals and plants changed into new types of animals and plants
imported goods	goods made and brought in for sale from another country
intolerance	an unwillingness to respect or try to understand customs, ideas, or beliefs that are different from one's own
isolationism	a policy that advocates freedom from foreign alliances
Kellogg-Briand Pact	an agreement of more than 60 countries to solve all problems peacefully
pact	an agreement between two or more countries or people

prosperity	economic well-being
Red Scare	fear of communism
Sacco-Vanzetti Affair	Italian immigrants convicted of murder in a trial that some people did not think was fair
suburbs	neighborhoods beyond the borders of large cities
tariff	tax or duty that a government charges on imports or goods coming into a country
technological revolution	a period of time in which great advances were made in science and industry
technology	science put to practical use
transformed	changed

Who's Who in Prosperity after World War I

Duke Ellington

Langston Hughes

Zora Neale Hurston

Charles Lindbergh

Nicola Sacco

John Scopes

Bessie Smith

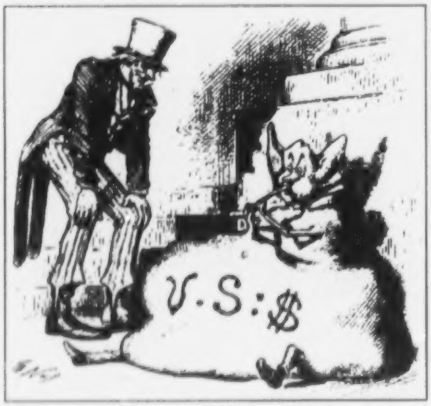
Bartolomeo Vanzetti

Introduction

Following World War I, Americans were eager to put the war behind them and enjoy what appeared to be a better way of life. Most people did not want to become involved again in world problems. New machines promised a more comfortable lifestyle for many Americans, and Americans were full of hope that the 1920s would be a time of great progress and prosperity.

The 1920s have been called both the *Golden Twenties* and the *Age of Disillusionment*. The first expression describes the decade as one of wealth and comfortable living. The second expression tells of the many problems that plagued the country. Both terms are accurate. The 1920s was a time of increased wealth and comfortable living for those fortunate to be either businessmen or skilled workers. On the other hand, many of those who were farmers or unskilled workers had difficulty making a decent wage or finding any job at all.

The Economy in the 1920s



After the end of World War I, American industry shifted its focus from producing war supplies to producing goods for Americans to use at home. Automobiles, refrigerators, radios, and chemicals were just a few of these goods. Many Americans made money either as businessmen or as skilled workers. A visitor to this country would have been impressed with all the products available. On the other hand, the end of World War I left some workers without jobs. Some Americans had no money to enjoy the new products being manufactured in the United States.

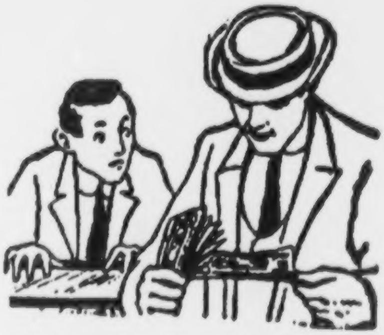
Many Americans Lived Well

Many Americans enjoyed **prosperity** during the 1920s. Prosperity means living well. Owners of businesses and factories were making more money than ever before. New jobs in industry were created by the **technological revolution**, a period in which science created many new machines and products. As companies grew they hired more workers, increased the wealth of businessmen, and enabled more workers to live comfortably.

The United States government saw business as its key to maintaining prosperity. Consequently, the government protected American-made products through high **tariffs**. A tariff is a tax on **imported goods**, or goods made in other countries. A tariff makes imported goods more expensive than American-made goods. Tariffs encouraged Americans to buy goods produced in American factories.

Some Americans Did Not Prosper

Some Americans did not share in the new wealth. After World War I, many soldiers came home to their old jobs, causing some workers to become unemployed. Some of the soldiers who returned home from the war could not find jobs. Unskilled workers were still paid low wages. And some factory workers were being replaced by machines.

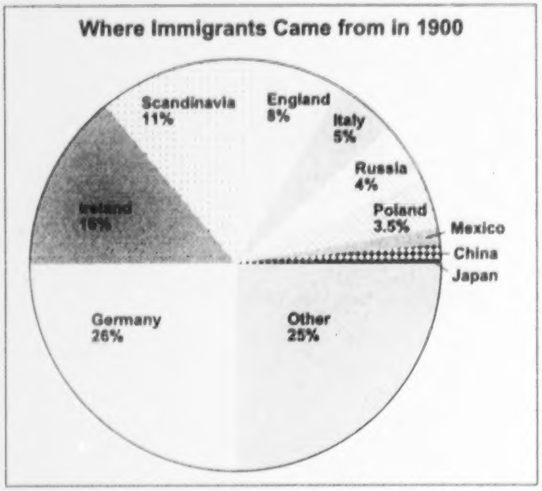


All Americans did not share in the new wealth.

Farmers, in particular, did poorly after the war. During the war, the government had asked farmers to increase their production to feed both Americans and the people of the Allied nations. After the war, farmers found themselves with too many crops and not enough markets. Crop prices fell, and some farmers could not make payments on their machines and land. As a result, they lost their farms and became unemployed.

The Growth of Intolerance

In the 1920s many Americans felt an **intolerance** toward immigrants. Intolerance is an unwillingness to accept people of different races, backgrounds, or different beliefs. Some Americans saw immigrants as a threat to their jobs. Immigrants were often willing to work at unskilled labor for extremely low wages. Some Americans saw immigrants as having different political beliefs and, therefore, as a threat to American democracy. To control the number of immigrants coming to the United States, the government passed immigration laws.


Where Immigrants Came from in 1900

During World War I, the Bolshevik Revolution set up a Communist government in Russia. Americans were afraid Eastern European immigrants would bring foreign political ideas into the country or even try to create a Bolshevik Revolution in the United States. This fear was known as the **Red Scare** because the Russian flag was red. African Americans, Chinese Americans, and other minority groups were also seen as a threat simply because they were different.

A more publicized example of intolerance towards immigrants became known as the **Sacco-Vanzetti Affair**. *Nicola Sacco* and *Bartolomeo Vanzetti* were two Italian immigrants who did not like any form of government, a belief called *anarchism*. Many Americans considered such ideas dangerous. The United States government accused Sacco and Vanzetti of murder and placed them on trial. The two Italians were convicted and sentenced to death based on little evidence. Some people believed they did not get a fair trial because of their political ideas.

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The Ku Klux Klan (KKK) also demonstrated extreme intolerance. The KKK, a violent organization, had been started by a group of southern white men after the Civil War. The Klan was anti-African American, anti-Catholic, and anti-immigrant. They were also **anti-Semitic**, which means they were hostile to Jews.

During the 1920s, the Klan claimed to have over four million members. They tried to intimidate those they hated through violence and even murder. Their actions worked against them, however. The Klan lost members by the end of the decade because some of their members tired of the Klan's hatred and violence.

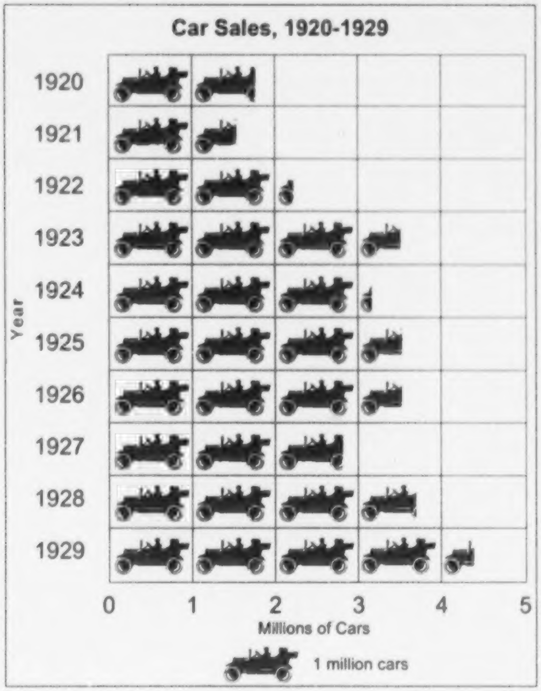
Americans also experienced intolerance toward new ideas. The teaching of **evolution** in public schools was one new idea many people reacted against. Evolution is the theory that over millions of years, animals and plants changed into new types of animals and plants. Some people said that teaching about evolution went against the teaching of the Bible.

As an example of this intolerance, one state, Tennessee, did not permit teachers to teach evolution in its schools. In 1925 *John Scopes*, a science teacher in Tennessee, taught evolution in his classroom. He was arrested, tried, and found guilty and fined $100.00. The same topic is being debated today.

A Technological Revolution

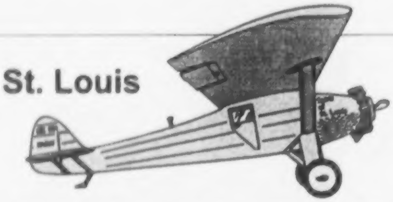
The Industrial Revolution that began after the Civil War continued to affect the United States as new inventions and machines became available. This new **technology** completely **transformed**, or changed, the way Americans lived. It brought the United States into the modern age.

One of the most important new machines was the automobile, which gave rise to many other new industries. One industry was automobile production factories. By 1930 one in every nine workers worked in a factory that produced some part of the automobile. Some workers made rubber and tires; some made glass for windows. Roads were paved as the automobile replaced the horse and buggy. As more people owned cars, automobile repair shops, gas stations, and tourist hotels began to appear.



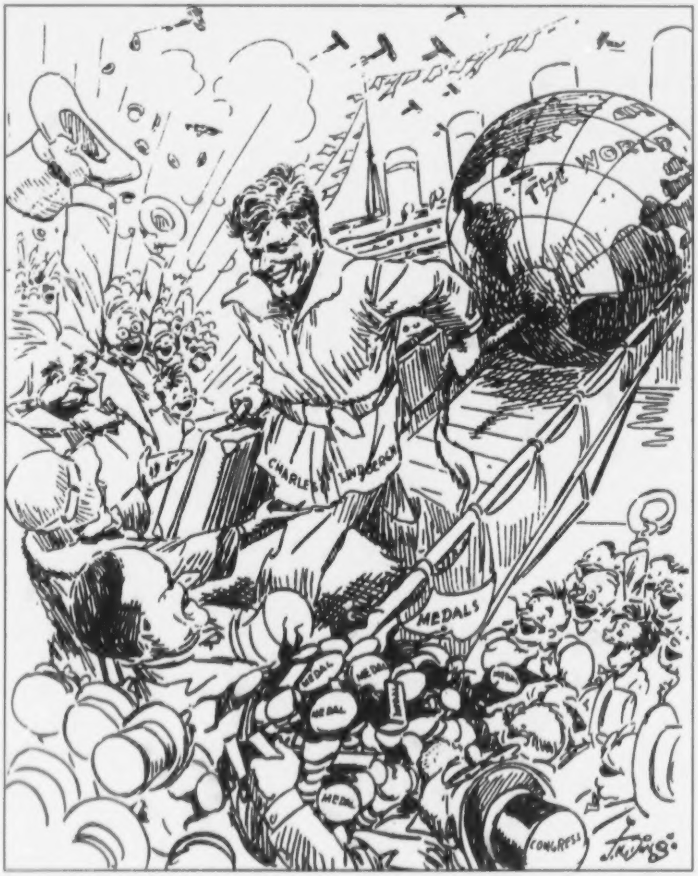
The automobile changed the way Americans lived socially and economically. By 1928 two out of every three families owned a car. This gave them the freedom to travel far from home on visits and vacations. Most importantly, however, they could travel longer distances between home and work. This changed the way cities looked as more people began to build homes in the **suburbs**, or in neighborhoods beyond the borders of a city.

Spirit of St. Louis



In 1927 pilot Charles Lindbergh flew alone in his plane named the *Spirit of St. Louis* from New York and landed near Paris about 33 hours later. He became an overnight hero for his solo Atlantic flight. One newspaper praised Lindbergh for performing "the greatest deed of a solitary man in the records of the human race."

The airplane became more important to American travel after World War I. In 1927 *Charles Lindbergh* became the first person to fly nonstop across the Atlantic Ocean from New York to Paris. He completed the trip in only 33½ hours. The airplane was making the world "smaller." It was faster than ships over water and quicker than railroads over land. Air travel was becoming widely used for both business and pleasure trips.



Cheering crowds welcomed Charles Lindbergh home after his solo Atlantic flight.

Courtesy of the J. N. "Ding" Darling Foundation

Another important new industry involved the production and use of electricity. Many American homes and businesses were equipped for electricity. With electricity, new, labor-saving products such as the refrigerator and washing machine became available.

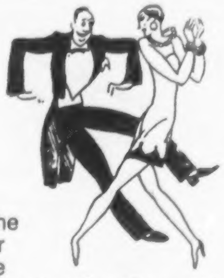
As these new products came on the market, ways of selling them changed. The advertising industry boomed as businessmen looked for ways to encourage people to buy products. In addition, buyers no longer had to pay cash for an item. Companies began selling products on *credit*. That means the customer could pay a little each month until the product was paid for. The new slogan was "Buy Now, Pay Later." Many Americans began to go into debt to enjoy new lifestyles made possible by new products.

American Culture

New technology also changed entertainment. With electricity, broadcasting became possible and radios became popular. At first, some people made their own radios, called *crystal sets*. Soon, factories were producing radios, and broadcasting developed into a big, new industry. By 1929 two of every five families owned a radio. For the first time, people were able to listen to music, sports, and news broadcast to their own homes.

In the 1920s, the motion picture industry arose. Americans fell in love with the moving picture show, or the *movie*. The first films were silent, but new technology soon produced films with sound. The first talking movie, *The Jazz Singer*, was released in 1927. Hollywood, California, became the home of the movie industry.

The Flappers



The main elements of American culture in the 1920s were freedom and spontaneity. Young Americans seemed determined to ignore all traditional rules of behavior, abandoning the waltz for the rhythms of jazz.

The symbol of this new culture was the *flapper*. She was a young woman who had abandoned all older views of a woman's role. Her hemlines rose above the knee and her long hair, previously known as her crowning glory, was now shortened in a *bobbed hair* style.

Flappers were by no means only young, white women. Young African-American and Chinese-American women also abandoned their long skirts and long hair. In the 1920s, this new ideal for women disturbed adults who had been raised in a more conservative culture.

African Americans played an important role in the culture of the 1920s. In New York City, African Americans were experiencing a cultural rebirth in literature, art, and music. Jazz music became popular in theaters and night clubs. Jazz musicians *Duke Ellington* and *Bessie Smith* were only two of many famous African-American musicians from this period. This movement, called the *Harlem Renaissance*, had an important influence on all American ideas and culture.

Langston Hughes was one of the leaders of the movement. He wrote the following poem which captures part of the Harlem Renaissance which was also involved in challenging some of the racial attitudes of the day.

I, Too

by Langston Hughes

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.
Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

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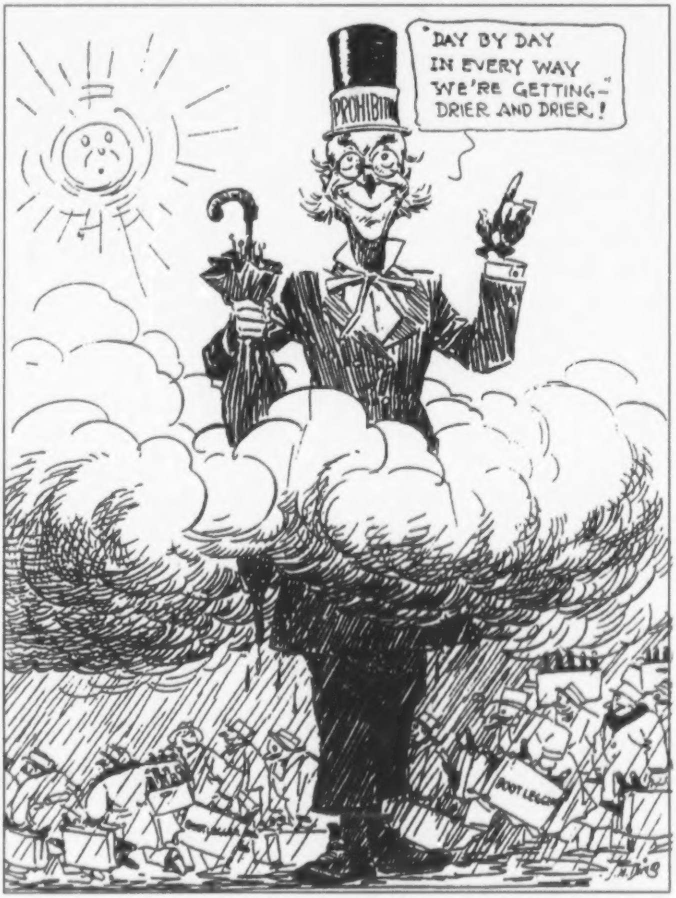
Another one of the members of the Harlem Renaissance was *Zora Neale Hurston*. She was born right here in Florida, in a small town called Eatonville, just outside of Orlando. She was a trained anthropologist and was fascinated by folk culture. *Dust Tracks on a Road* is the name of her autobiography.

Prohibition

In 1919 the **18th Amendment** to the United States Constitution changed Americans' social life. The amendment prohibited, or made illegal, the production, sale, or transport of liquor in the United States. This did not end the availability of liquor; some people continued to produce and sell it illegally. The illegal production and sale of liquor became big business, and disobeying prohibition laws was very common. A subculture was created by the people and *speakeasies*, secret bars, became a focal point for social activities. Finally, in 1933, the **21st Amendment** cancelled the 18th Amendment and made liquor legal again.


PROHIBITION
DAY BY DAY IN EVERY WAY WE'RE GETTING— DRIER AND DRIER!
BOOTLEGGER
J.N. Ding

During the 1920's, there were two schools of thought concerning prohibition. It depended on which side of the clouds you were.

Courtesy of the J. N. "Ding" Darling Foundation

Post-War Isolationism

After World War I the United States began a policy of **isolationism**. This means it was withdrawing from European affairs. To protect itself from being drawn into European affairs, the government decided not to join the League of Nations. The country continued to isolate itself until the end of the 1920s.

American tariffs—taxes on foreign-made goods—caused foreign countries to raise their tariffs on goods made in the United States. The high tariffs on foreign goods created an economic problem for both Europe and the United States. Some European countries owed the United States money they had borrowed to fight the war. They needed to sell their products to the United States so they could pay off their war debt. Because of the tariff, however, few foreign goods were bought in the United States. Only Finland ever paid its debt in full to the United States.

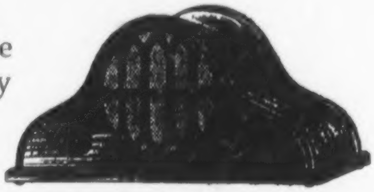
The End of the Twenties

The United States began to end its isolation at the close of the decade. In 1928 more than 60 nations, including the United States, signed the **Kellogg-Briand Pact**. This **pact**, or agreement, promised to reduce the number of military weapons each country had. It also said countries would solve all their disagreements peacefully.

In 1929 the *Golden Age of the Twenties* came to an abrupt end. In that year, the Great Depression began. The Great Depression was a period of economic collapse in the United States (see Unit 15). The prosperity many Americans experienced in the 1920s suddenly turned to hard times.

Summary

Many Americans prospered during the decade of the '20s. They made enough money to enjoy new goods such as automobiles and radios. Not everyone's life improved, however. Some Americans had trouble finding work. Americans responded to immigration with intolerance, and, for the first time, Congress passed immigration laws limiting the number of immigrants who could enter the United States.



Radios were called "crystal sets."

The nation's culture flourished. Radios, movies, and jazz became sources of entertainment. As the nation's culture, industry and technology grew, the country remained isolated from Europe. At the decade's close, the wealth that many people had enjoyed suddenly ended in the Great Depression—a period of economic collapse.

Practice

Decide how each of the **groups** *identified below might have* **interpreted events** *in the* **1920s**. *Use the chart below to write* **yes** *or* **no** *under each heading.*

America in the 1920s

Statement	Skilled Worker	Big Businessman	Farmer	Unskilled Worker
1. I am making a good living.				
2. I can pay all my debts.				
3. I am unable to pay my bills.				
4. I may lose my land or home.				
5. I can't find a job.				

Practice

Write a brief statement to describe how each of these **people** *might have* **viewed** *the* **1920s**.

1. Skilled worker:

2. Big businessman:

3. Farmer:

4. Unskilled worker:

5. Immigrant:

Practice

Write a summary describing the **prosperity** *a visitor to the* **United States** *might have seen in the* **1920s***.*

Practice

Use the list below to complete the following statements.

intolerance
isolate
suburbs
tariffs
technology
transformed

1. Work became easier because of new ____________________ .

2. The automobile ____________________ the way people traveled to work and on vacations.

3. Some people built homes in ____________________ at the edge of the city.

4. The government placed ____________________ on imports to try to get people to buy American goods.

5. Many people wanted to ____________________ the United States from the problems of Europe.

6. Some Americans acted with ____________________ towards immigrants or people from other cultures.

Practice

Circle the letters of two **facts** *that fit the stated* **generalization**.

1. Transportation became faster and more comfortable in the 1920s.
   - a. People traveled by covered wagon.
   - b. Many automobiles were produced.
   - c. Airplanes carried passengers between cities.
2. Intolerance grew during the *Golden Twenties.*
   - a. Membership increased in the Ku Klux Klan.
   - b. Immigrants from all nations were welcomed in the United States.
   - c. The teaching of evolution was forbidden in Tennessee.
3. The United States joined other countries to try to keep peace.
   - a. The United States did not join the League of Nations.
   - b. Several nations signed the Kellogg-Briand Pact.
   - c. There was an effort by the United States and other countries to limit military weapons.
4. The amount of debt by American consumers increased.
   - a. Companies began to sell goods on credit.
   - b. Big businesses were making more money than ever.
   - c. People wanted many of the new products that became available.
5. Many new industries developed in the 1920s.
   - a. Automobile use required gas stations and auto repair shops.
   - b. Business used advertising to sell goods.
   - c. The most important source of energy was steam.

Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 1. Art, literature, and music were influenced by African Americans.

__________ 2. There was no unemployment in the United States in the decade of the 1920s.

__________ 3. Some European countries did not repay loans the United States had made during World War I.

__________ 4. Americans became frightened of communism.

__________ 5. Liquor was not available to people during Prohibition.

__________ 6. The 19th Amendment to the United States Constitution prohibited the sale and production of liquor in the United States.

__________ 7. Companies began to sell products on credit.

__________ 8. The airplane became more important to American travel after World War I.

__________ 9. The Great Depression was a time of economic prosperity for many Americans.

__________ 10. The *Golden Age of the Twenties* came to an abrupt end in 1924.

__________ 11. A period of growing intolerance was a result of the belief that new immigrants were taking many of the jobs.

Practice

Classify each statement by writing **P** *for* **political**, **E** *for* **economic**, *or* **C** *for* **cultural**.

__________ 1. The 18th Amendment outlawed the production and sale of liquor.

__________ 2. Jazz music and listening to the radio became popular.

__________ 3. Unable to pay their bills, many farmers lost their land.

__________ 4. High tariffs protected American businesses.

__________ 5. Congress limited the number of immigrants to the United States.

__________ 6. Sacco's and Vanzetti's ideas about government were considered dangerous.

__________ 7. *The Jazz Singer* was the first talking motion picture.

__________ 8. New industry and jobs brought prosperity to many Americans.

Practice

Use the list below to write the correct term for each definition on the line provided.

21st Amendment
anti-Semitic
evolution
intolerance
Kellogg-Briand Pact
prosperity
Sacco-Vanzetti Affair
tariff
technology

____________________ 1. tax or duty that a government charges on imports or goods coming into a country

____________________ 2. Italian immigrants convicted of murder in a trial that some people did not think was fair

____________________ 3. ended Prohibition and made the manufacture, transportation, and sale of liquor legal

____________________ 4. economic well-being

____________________ 5. science put to practical use

____________________ 6. prejudiced against or hostile toward Jews

____________________ 7. an agreement of more than 60 countries to solve all problems peacefully

____________________ 8. the theory that over millions of years various types of animals and plants changed into new types of animals and plants

____________________ 9. an unwillingness to respect or try to understand customs, ideas, or beliefs that are different from one's own

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. changed

______ 2. a period of time in which great advances were made in science and industry

______ 3. neighborhoods beyond the borders of large cities

______ 4. prohibited the manufacture, transportation, and sale of liquor in the United States

______ 5. a policy that advocates freedom from foreign alliances

______ 6. goods made and brought in for sale from another country

______ 7. a agreement between two or more countries or people

______ 8. fear of communism

A. 18th Amendment

B. imported goods

C. isolationism

D. pact

E. Red Scare

F. suburbs

G. technological revolution

H. transformed

Unit 15: The Great Depression (1929-1932)

This unit emphasizes social transformations in the 1920s and 1930s and political and economic factors that led to the Great Depression.

Unit Focus

- description of Great Depression and 1929 Stock Market Crash
- causes of Great Depression
- reactions of government during administration of President Herbert C. Hoover
- reasons President Hoover lost election to Franklin D. Roosevelt

Stock Market

Vocabulary

Study the vocabulary words and definitions below.

Black Tuesday	a name given to October 29, 1929, when stock prices fell sharply
business cycle	the ups and downs of business that occur regularly over time
drought	a long period of dry weather
economic depression	occurs when a country has little economic or business activity
economist	a person who studies the ways people make their living and the production and sales of goods and services
Federal Farm Board	an agency that bought crops that farmers could not sell
Federal Home Loan Bank Act	helped people pay their mortgages so they would not lose their homes
Great Depression	the national economic crisis from 1929–1940
hunger marches	an activity people organized to show their desperation
public works projects	plan in which the federal government hired people to work on public (government) property or projects
Reconstruction Finance Corporation	loaned money to businesses so they could hire workers

rugged individualism	the idea that people should take care of themselves and that government help would make people weak
stock exchange	a place where shares of stock in companies are bought and sold
surplus	an amount greater than what is used or needed; an excess amount

Who's Who in the Great Depression

Herbert C. Hoover

Franklin D. Roosevelt

Introduction

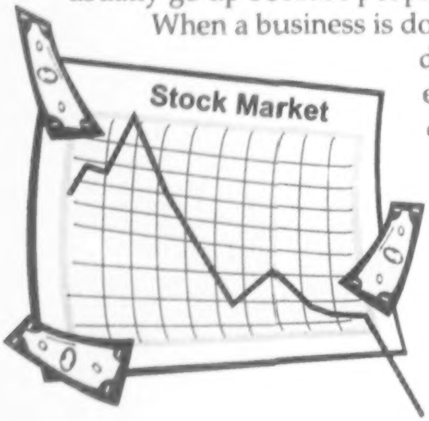
During the 1920s, government leaders and bankers encouraged the growth of new businesses and industries. Owners and investors in industry and many skilled workers prospered. Others, however, did not fare as well. Farmers and unskilled workers had difficulty earning enough to support their families. Then, in 1929, even those who had prospered during the 1920s began to lose their wealth as the entire country experienced hard economic times.

The Great Depression

The **Great Depression** in the United States started in 1929. An **economic depression** is when a country has little business activity. Factories do not produce many goods, and unemployment is high. Because people have very little money to spend on goods, businesses further reduce their production. The Great Depression was the worst depression in the history of the United States. It began in October of 1929—known as **Black Tuesday**—when the stock market crashed.

The Stock Market Crash

A **stock exchange** is a place where people buy and sell stock, or shares of ownership in a company. When a business is doing well, its stock prices usually go up because people want to own a share of the company. When a business is doing poorly, its stock prices usually go down. People also buy stocks in order to earn a share of the profit earned by that company. Buying and selling stocks is commonly known as "playing the stock market" or "investing in the stock market."



In the summer of 1929, many businesses began to lose money because they could not sell their goods. Stock prices continued to rise. Many Americans continued to borrow money from banks to buy stocks, which is known as *buying on margin*. People thought that businesses would recover and begin to make money.

Suddenly, in October of 1929, stock prices rapidly dropped. People realized that companies were not going to recover from their slumps. This caused a panic. Everyone wanted to sell his stock, but nobody wanted to buy, thus lowering stock prices. People said the stock market had *crashed*. The stock market crash triggered the beginning of the Great Depression.

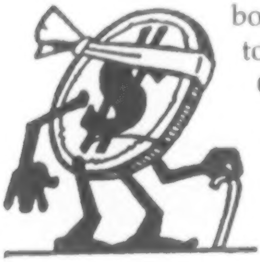
Causes of the Great Depression

What caused the Depression? **Economists** offered several explanations for the economic depression. Economists study the ways people make their living and the production and sales of goods and services. They are interested in workers' incomes and their ability to make purchases. Economists differed on the causes for the Depression, but most agreed there was no single reason or explanation for the Great Depression.

The Business Cycle

Some economists thought the Depression was part of a **business cycle**. A business cycle is a set of economic events that recur over time. Economists believed that, in industrial nations, business experienced good times followed by bad times, or depression. First, factories had a **surplus**, or produced too many goods, in the good times. Then, they stopped production until all the surplus goods were sold. When they stopped production, they had to fire workers, who then had no income to spend. Without any money, workers could not buy any goods and business would have to fire more workers. The business cycle would lead to a surplus of goods with few people able to buy them.

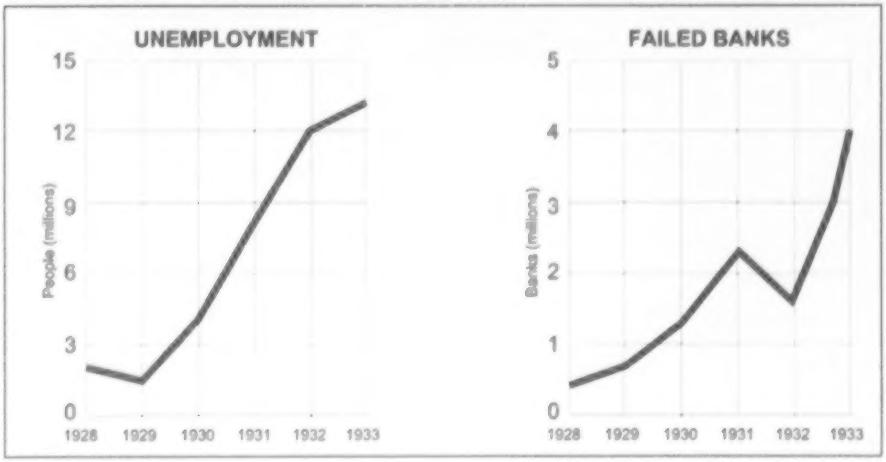
Excessive Borrowing



Some economists blamed the Depression on excessive borrowing. Many workers did not have enough money to buy factory goods, so they began buying on credit. Others, such as businessmen, borrowed money from banks to buy stocks on *margin*. During the 1920s, people had gone into serious debt. They did not have enough money to pay their debts or buy new items. Consequently, they simply stopped buying goods, and stopped paying off their loans.

The Banking Industry Fails

During the 1920s, American banks grew in size as workers began making more money and depositing their earnings in banks. Some banks used their clients' funds to make bad business investments. By 1932 many banks had gone out of business. People who had savings in those banks lost all their money. Other banks failed because people rushed to withdraw their money because they no longer trusted banks.



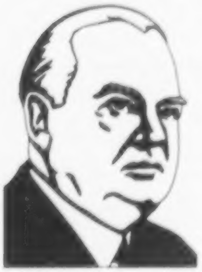
Depression—Financial Collapse in the United States, 1928-1933

Millions Unemployed

Whatever the reasons for the Great Depression, by 1930, four million people were out of work. A year later, eight million people were out of work. By 1932 the number had risen to 12 million. Many who had jobs only held part-time jobs. People were losing their homes and farms, and many were actually going hungry. Some organized **hunger marches** to show the government how desperate they were.

Homelessness was widespread and large shantytowns made of cardboard and scraps sprang up on the outskirts of cities. These shack villages were nicknamed *Hoovervilles* because many people blamed *President Herbert C. Hoover* for the Great Depression. Some people resorted to selling things they owned, or stealing. Some even committed suicide.

Reaction of Government



President Herbert Hoover

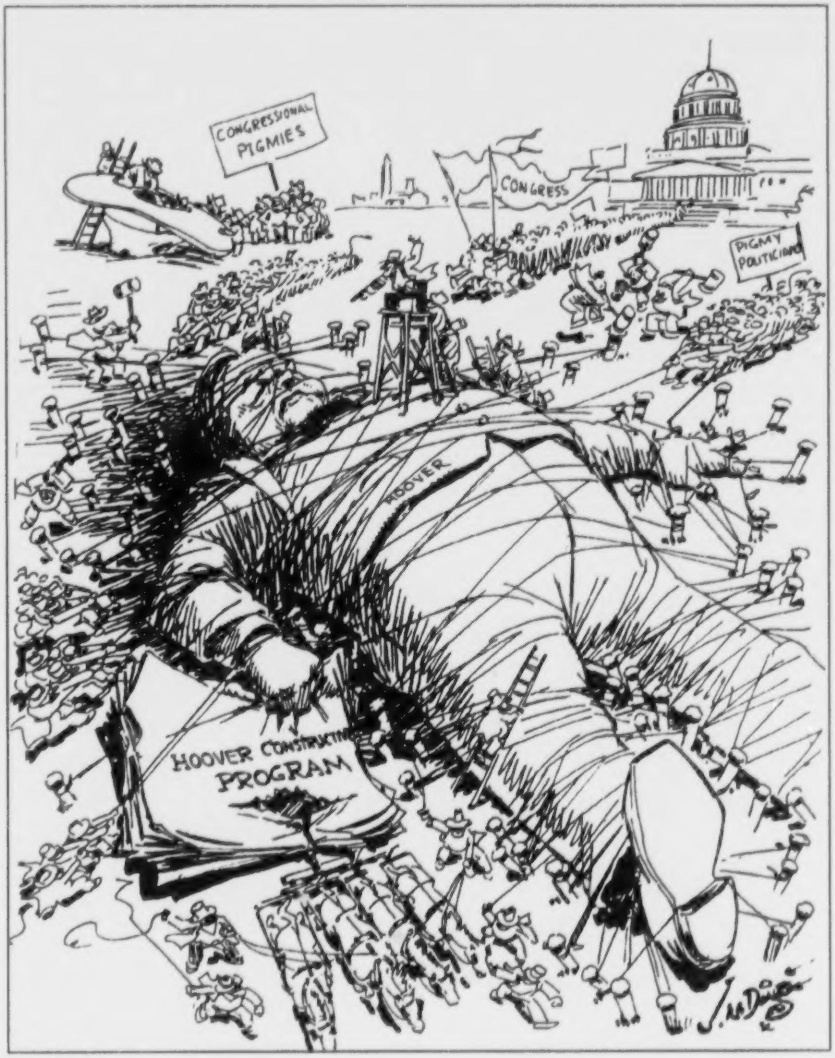
President Herbert C. Hoover took office in 1929, the year of the stock market crash. He thought the Depression would be over quickly, and so he did nothing to help those who were out of work and had no money. Some members of Congress, however, wanted the federal government to give food and clothing to the unemployed.

President Hoover was against the idea of direct government relief to the people. He argued that giving relief to the needy was the duty of state governments and charities. He feared people would become weak if they received help from the federal government. Hoover believed people were responsible for taking care of themselves. His way of thinking is known as **rugged individualism**.

During his term, however, President Hoover realized that the federal government would have to provide aid to those hurt by the Depression. So the President and Congress set up several programs to help the needy, although funds were not usually given directly to individuals.

The President and Congress developed the **Federal Farm Board**. The Board bought the crops farmers could not sell. Hoover also helped failing industries. Along with Congress, he started the **Reconstruction Finance Corporation**. It loaned money to businesses. Hoover thought if businesses had enough money, workers would be rehired. And if workers had money, they would buy goods and the Depression would end.

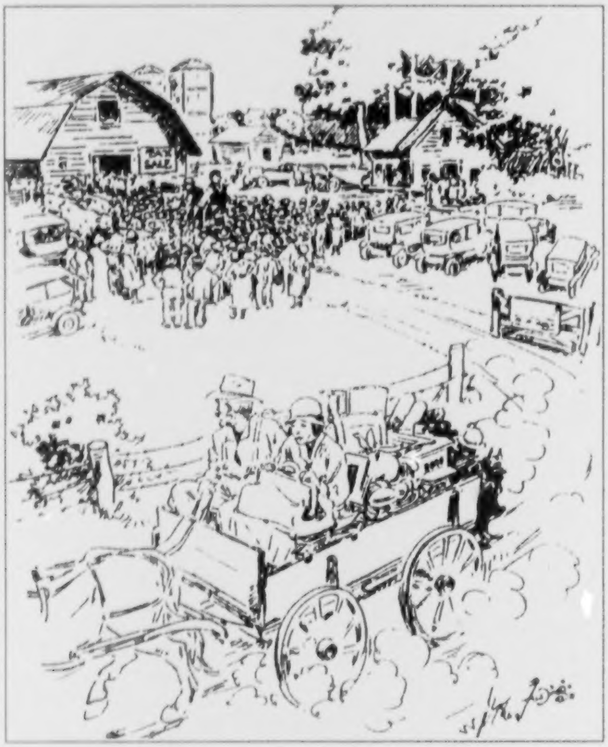
Hoover and Congress also set up the **Federal Home Loan Bank Act**. This act helped people pay their mortgages so they would not lose their homes. Finally, he started a program to hire people to work on **public works projects**. In the public works project, government paid people to work in jobs on property owned by the government. The government spent two billion dollars to pay people to work on roads, buildings, and other public jobs. By providing jobs, the government programs helped people earn money. People could then spend their earnings on goods. It was hoped that the increased demand for goods would help businesses expand and set the nation on the road to recovery.


CONGRESSIONAL PIGMIES
CONGRESS
PIGMY POLITICIANS
HOOVER
HOOVER CONSTRUCTION PROGRAM
J. N. Ding

In 1929 the world's bad economic condition was getting worse. Some politicians blamed President Hoover for it. This resulted in a hindering or holding back of the work Hoover was trying to do.

Courtesy of the J. N. "Ding" Darling Foundation

Natural disaster caused additional problems. In 1930 the nation was hit by one of the worst **droughts** in history. A drought occurs when there is little rain over a long period. Across half of the United States, crops withered and farm animals died of thirst. Hoover first approved funds to help farmers feed their livestock. He finally allowed Congress to set aside money for direct loans to the farmers.



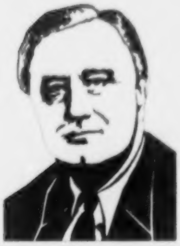
Farmers lost their farms due to the Depression and the droughts.

Courtesy of the J. N. "Ding" Darling Foundation

By the end of his four years in office, President Hoover had tried to help end the Depression. However, many people felt his actions were too little and too late. By that time, the Depression had spread to other countries who relied on the United States for trade and for loans. Unemployment grew as production continued to be cut back in one nation after the other. Trade between countries was almost at a standstill.

Many people thought President Hoover could have done more to help the people. He was blamed for the Great Depression. In 1932 President Hoover was defeated by *Franklin D. Roosevelt*. People in the United States waited to see if President Roosevelt could bring about much needed change.

Summary


President Franklin D. Roosevelt

The prosperity of the 1920s ended in 1929. The Great Depression had several causes. Production declined and many workers lost their jobs. Without money to buy goods, business and industry further declined. Banks failed from poor investments and many people lost their money. People could not pay their debts and consequently they could not buy new goods. Finally, the stock market crash triggered the long economic depression. President Hoover took a few steps to stop the economic decline. However, many people believed he had not done enough. He lost the election of 1932 to Franklin D. Roosevelt. By that time, the Depression was worldwide. Everyone waited to see if Roosevelt could help end the Great Depression.

Practice

Match each **effect** *with the correct* **cause***. Write the letter on the line provided.*

______ 1. Many people lost their savings.

______ 2. Workers were fired from their jobs.

______ 3. The stock market crashed.

______ 4. People went on hunger marches.

______ 5. Crops withered and animals died.

A. The price of stocks fell rapidly.

B. A long drought occurred.

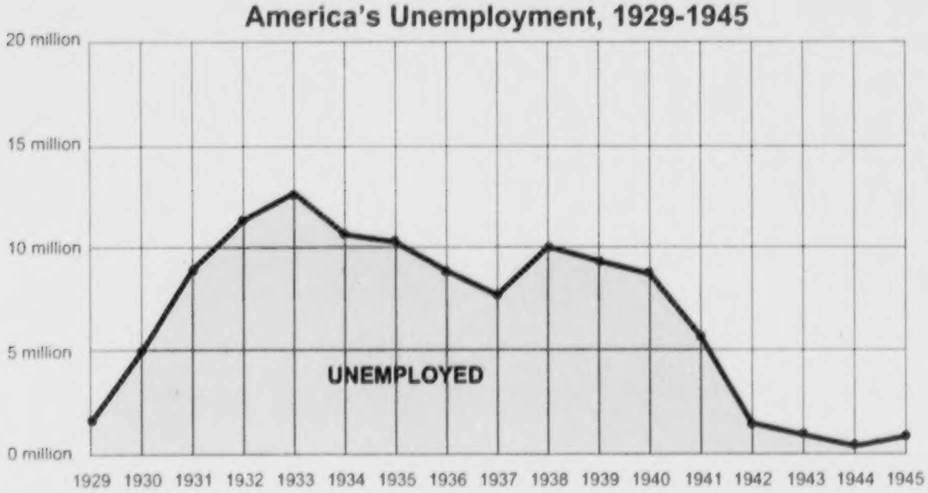
C. Most banks went out of business.

D. Millions of people were unemployed.

E. Factories stopped production.

Practice

Use the **graph** *below to circle the letter of the correct answer.*



America's Unemployment, 1929-1945

1. Between 1929 and 1933 unemployment ____________.
   a. decreased
   b. stayed the same
   c. increased

2. About ____________ people were unemployed in 1933.
   a. 10 million
   b. 13 million
   c. 5 million

3. Unemployment reached its greatest total in ____________.
   a. 1929
   b. 1933
   c. 1942

4. Unemployment in 1933 was ____________ than in 1937.
   a. lower
   b. about the same
   c. higher

5. Unemployment decreased every year after 1933 except for ______________ .

   a. 1935
   b. 1938
   c. 1940

6. It took ____________ years for unemployment to reach the 1929 level again.

   a. 5 years
   b. 20 years
   c. 13 years

Practice

Answer the following using complete sentences.

1. Why do you think the Depression between 1929–1940 was called the Great Depression? ______________________________

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2. Give one important reason why some banks failed.

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3. Explain why people had less money to buy goods.

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4. What happened in October of 1929 that caused people to stop buying stocks? ______________________________

____

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____

5. What is a business cycle? ______________________________

____

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____

____

____

6. President Hoover believed in rugged individualism. What is meant by rugged individualism? ____________________

7. Name four ways President Hoover tried to help the people. Briefly explain the purpose of each. ____________________

8. Why did trade between countries come to a standstill? ______________

9. Give at least two reasons why Americans voted against Hoover in 1932. ______________

10. Name the man who defeated President Hoover in 1932.

____

Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 1. The Great Depression started in 1929.

__________ 2. Not many people lost money when the banks went out of business.

__________ 3. People borrowed money to play the stock market.

__________ 4. When business is bad, stock prices usually go down.

__________ 5. Some economists blamed the Depression on the business cycle.

__________ 6. Americans blamed Franklin Roosevelt for the Depression.

__________ 7. President Hoover believed people were responsible for taking care of themselves.

__________ 8. Trade between countries increased during the 1930s.

__________ 9. The Great Depression lasted for over 10 years.

__________ 10. The effect of the Federal Home Loan Bank Act was to end the Depression.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. an agency that bought crops that farmers could not sell

______ 2. a name given to October 29, 1929, when stock prices fell sharply

______ 3. helped people pay their mortgages so they would not lose their homes

______ 4. loaned money to businesses so they could hire workers

______ 5. the national economic crisis from 1929–1940

______ 6. the idea that people should take care of themselves and that government help would make people weak

______ 7. a long period of dry weather

______ 8. a person who studies the ways people make their living and the production and sales of goods and services

______ 9. the ups and downs of business that occur regularly over time

______ 10. plan in which the federal government hired people to work on public (government) property or projects

______ 11. a place where shares of stock in companies are bought and sold

A. Black Tuesday

B. business cycle

C. drought

D. economist

E. Federal Farm Board

F. Federal Home Loan Bank Act

G. Great Depression

H. public works projects

I. Reconstruction Finance Corporation

J. rugged individualism

K. stock exchange

Unit 16: The New Deal (1933-1940)

This unit emphasizes how President Franklin D. Roosevelt tried to end the Depression by creating many new programs and how the federal government could play an active role in the economy.

Unit Focus

- economic conditions during Great Depression
- explanation of President Franklin D. Roosevelt's New Deal
- steps to improve economy
- criticism by businessmen of New Deal
- results of President Roosevelt's reelection
- effects of the Great Depression on social conditions

Vocabulary

Study the vocabulary words and definitions below.

Agricultural Adjustment Act (AAA)	law passed in 1933 to raise crop prices by paying farmers not to produce crops
Bank Holiday	an order by Franklin Roosevelt closing all banks for several days in 1933 while a program was developed to protect the deposits of the public
Civilian Conservation Corps (CCC)	federal program that hired young men ages 18-25 to help conserve the nation's lakes, forests, and national parks
currency	money
dust storms	dry, dusty winds that blow away topsoil
Federal Emergency Relief Act (FERA)	federal program that provided direct relief to the unemployed
Federal Housing Administration (FHA)	federal program that helped people pay the mortgages on their homes
hoboes	unemployed people who rode the railroads and walked the highways during the Great Depression
inaugurated	the President formally takes office
New Deal	Roosevelt's plan for ending the Depression

Public Works Administration (PWA)	federal program that hired people to build public works such as bridges, government buildings, and power plants
segregate	to separate people on the basis of color
sharecroppers	people who farmed other people's land for a share of the crops
Social Security Act	law passed in 1935 to help people who are unemployed or retired, people with disabilities, and dependent mothers with children
soup kitchens	places where people could receive one free meal a day during the Depression
Tennessee Valley Authority (TVA)	federal project to build a system of dams on the Tennessee River and its tributaries
Wagner Act	law passed in 1935 which made it legal for workers to join labor unions

Who's Who in the New Deal

William W. Alexander

Mary McLeod Bethune

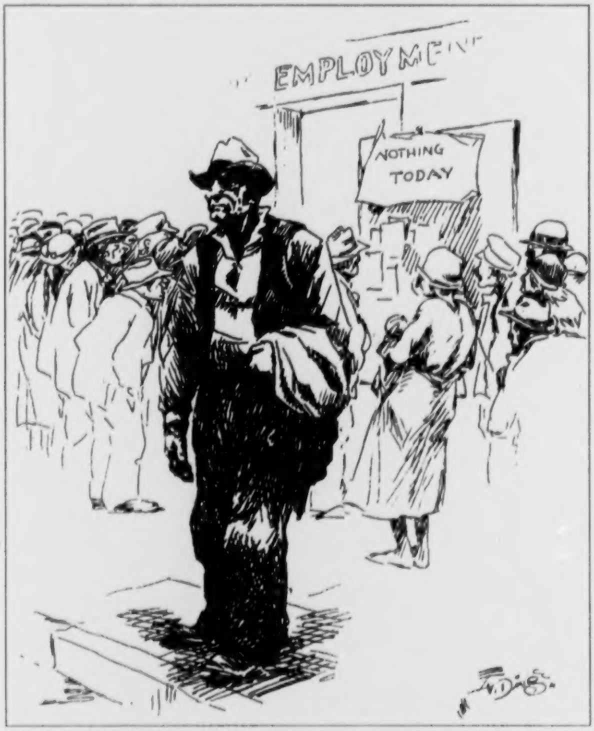
Frances Perkins

Eleanor Roosevelt

Franklin D. Roosevelt

Introduction

Americans blamed Republican President Herbert Hoover for not doing enough to help the needy during the Great Depression. In the 1932 election, they elected Democrat *Franklin D. Roosevelt* the 32nd President of the United States. He was **inaugurated**, or sworn into office, on March 4, 1933. President Roosevelt immediately began to set up federal programs to end the Depression. Never before had the federal government given itself the power to step in and help those in need.



People could not see relief in sight; they were looking for work, but there was none.

Courtesy of the J. N. "Ding" Darling Foundation

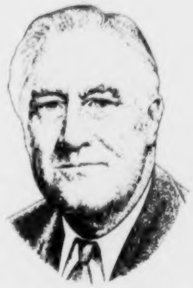
Economic Conditions

More than 13 million people had lost their jobs by 1933. This number represented a fourth of the national work force. People were looking for work, but there was none. Across the country, thousands were homeless.

Hungry people filled the streets of the large cities. In some towns, **soup kitchens** were set up to feed the hungry. A soup kitchen was a place run by a charity where people could get a free meal.

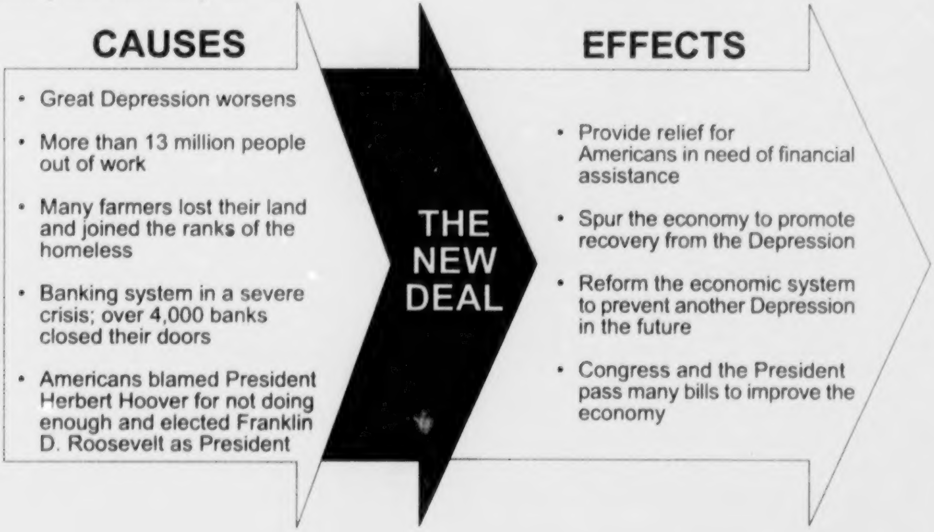
Many farmers had lost their land. They joined the ranks of the homeless and unemployed. Other farmers refused to harvest their crops because prices for them were so low. The banking system was in a severe crisis because many people had withdrawn their money, and over 4,000 banks had simply closed their doors.

The First 100 Days


President Franklin D. Roosevelt

President Roosevelt came to office with new ideas about the role of the federal government. He quickly tried to fulfill his promise of a **New Deal** to the American people. The New Deal aimed to provide *relief, recovery*, and *reform*. First, it would provide relief for those Americans in need of financial assistance. Second, it would spur the economy to promote recovery from the Depression. And third, it would reform the economic system to prevent another Depression in the future.

Roosevelt gathered a group of advisors nicknamed the *Brain Trust*—businessmen, bankers, lawyers, and college professors—to help him find ways to end the Depression. He asked Congress to approve his plans quickly. By the end of his first 100 days in office, Roosevelt and Congress had passed many laws.



CAUSES

- Great Depression worsens
- More than 13 million people out of work
- Many farmers lost their land and joined the ranks of the homeless
- Banking system in a severe crisis; over 4,000 banks closed their doors
- Americans blamed President Herbert Hoover for not doing enough and elected Franklin D. Roosevelt as President

THE NEW DEAL

EFFECTS

- Provide relief for Americans in need of financial assistance
- Spur the economy to promote recovery from the Depression
- Reform the economic system to prevent another Depression in the future
- Congress and the President pass many bills to improve the economy

Banking Laws

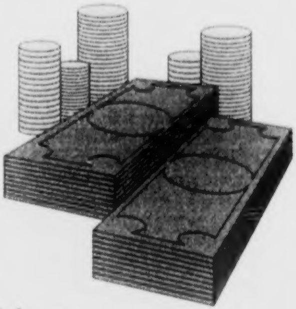
Within his first hours in office, President Roosevelt declared a nationwide **Bank Holiday**. This meant that all banks were temporarily closed while investigators decided which banks were safe for Americans' deposits. To protect Americans from losing their deposits in the future, Congress created the Federal Deposit Insurance Corporation (FDIC). The FDIC insured each American's deposits up to a specific maximum. (Presently, the FDIC insures an individual's deposits up to $100,000.) The FDIC also provided for greater regulation of the banks. Gradually, people began to deposit their money in the banks again.

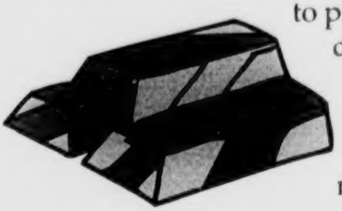
The New Deal Programs

AAA	Agriculture Adjustment Administration	1933	paid farmers to grow fewer crops so prices could rise
CCC	Civilian Conservation Corps	1933	gave jobs planting trees and building dams
FDIC	Federal Deposit Insurance Corporation	1933	insured savings in banks
FERA	Federal Emergency Relief Administration	1933	gave states money to help the needy
NRA	National Recovery Administration	1933	set minimum wages and maximum work hours
PWA	Public Works Administration	1933	created jobs for building schools, bridges, dams, and courthouses
TVA	Tennessee Valley Authority	1933	created jobs building dams to control flooding in the Tennessee River Valley
FHA	Federal Housing Administration	1934	insured loans for building and repairing homes
SEC	Securities and Exchange Commission	1934	regulated stocks and provided stock information
REA	Rural Electrification Project	1935	loaned money to extend electricity to rural farmers
SSA	Social Security Act	1935	set up a system of pensions for persons who are unemployed or retired, people with disabilities, and dependent mothers with children
WPA	Works Project Administration	1935	created jobs for building roads, parks, bridges, and public buildings

The President and Congress Pass Other Bills to Improve the Economy

Congress passed other bills to improve economic conditions for Americans. One bill increased the amount of **currency**, or money, in circulation. Before President Roosevelt, all paper money could be exchanged for an equal value in gold. Roosevelt and Congress eliminated the *gold standard*. This decision enabled the government to print more money and distribute it for workers' wages and business and farm goods. Another bill regulated the stock market to prevent future problems such as the stock market crash of 1929.





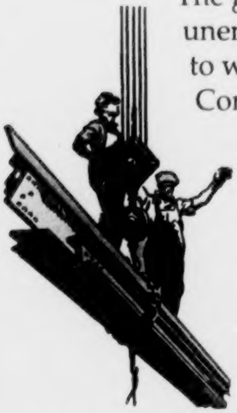
Farmers were assisted by the **Agricultural Adjustment Act** (**AAA**) in 1933. This bill encouraged farmers to produce less by paying them to set aside some of their land and grow fewer crops. With fewer crops on the market, the government believed that the price of crops would rise. The **Federal Housing Administration** (**FHA**) provided money to help people pay the mortgage on their homes. The Rural Electrification Administration (REA) loaned money to extend electric lines and provide cheap electricity to rural farms.

One of Roosevelt's favorite projects was the **Civilian Conservation Corps** (**CCC**). The CCC employed young men between the ages of 18-25 to help conserve the nation's lakes, forests, and national parks. Another federal project was the **Tennessee Valley Authority** (**TVA**), which built a system of dams on the Tennessee River and its tributaries. The dams helped bring electricity to Kentucky, Tennessee, and Alabama. They also helped prevent flooding of the lands in this region and employed many people.

Direct Relief

One way that the government aided the needy was through direct relief. The **Federal Emergency Relief Act** (**FERA**), 1933, provided $500 million to the unemployed. In addition, the government gave $3 billion to the states to use in whatever ways they thought best.

Work Relief



The government established different work programs so unemployed Americans could earn wages. They put people to work under the **Public Works Administration (PWA)**. Congress set aside $3 billion dollars to hire workers to build roads, government buildings, and other public projects. They also began the Works Progress Administration (WPA). The WPA spent $11 billion dollars and employed 8.5 million workers during its existence.

Other bills provided jobs for unemployed writers, artists, and musicians. Some people criticized these programs. They feared that direct relief and work relief programs would destroy people's self-respect. But Roosevelt believed that help should be given to needy American citizens. He hoped that government spending would help to end the Depression.

The Second New Deal

The speed with which President Roosevelt acted gave Americans new hope. His successes in the first 100 days in office were followed by more aid to needy Americans in his second New Deal.

Social Security Act of 1935

One of the most important new bills passed was the **Social Security Act** in 1935. It was designed to aid those who could not work or who had been laid off from their jobs. This act required working people to make a small monthly payment into a government retirement plan. When they were too old to work, the government would pay them a small monthly payment. The Social Security Act also provided support for children and people with disabilities who were in need, and unemployment insurance for people who lost their jobs.

The Social Security Act made the federal government responsible for the welfare of the people for the first time. This act made millions of Americans feel more secure about their future.

The Wagner Act

In previous chapters, you learned that labor unions were not popular in the United States. President Roosevelt believed labor had the right to organize and bargain for better working conditions. The **Wagner Act**, a law passed in 1935, ensured the workers' right to join unions. It also protected workers from unfair practices by their employers.

Criticism of the New Deal

There were people who did not like the New Deal, especially businessmen and people with money. The government raised the money to pay for the New Deal through taxes. People with the highest income had to pay the highest taxes. These people argued that the government was spending too much money on relief and public works jobs. In addition, some critics feared that the government was becoming too powerful through the many programs it had established. These critics claimed that a big government would destroy the "American way of life." Some business leaders felt the government provided too much competition in some areas. President Roosevelt agreed that the government was becoming powerful, but he believed that the power would be either in the hands of elected officials or in the hands of big business.

Election of 1936

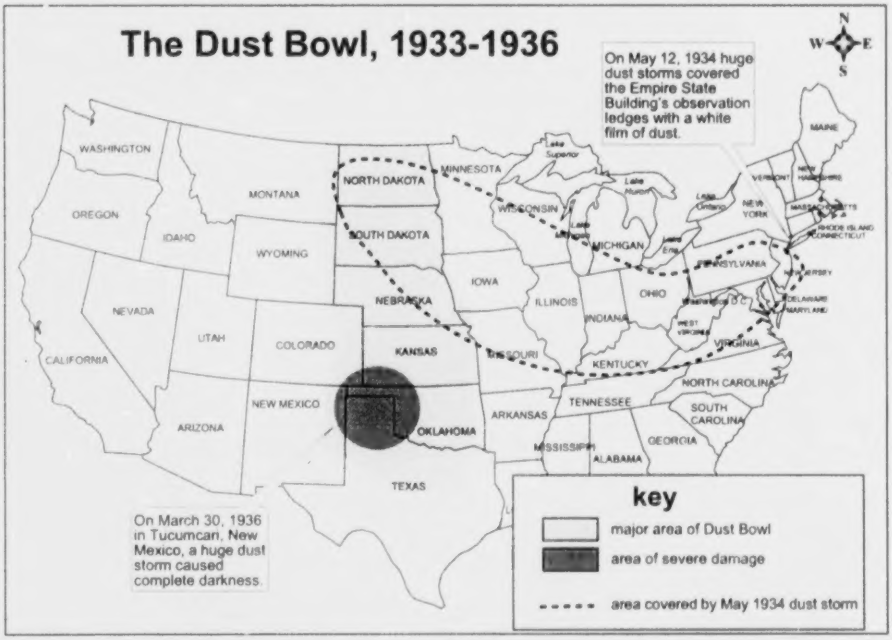
By 1936 there were some signs that the economy was recovering. Industrial production was up and unemployment was down. Although the Depression had not ended, President Roosevelt was the most popular man in the United States. It was no surprise when he defeated his Republican opponent in the election of 1936.

Unfortunately, he learned during his second administration that the Depression was far from over. Shortly after the election of 1936, business went into another slump and unemployment rose again. Several new programs were tried, but they were unsuccessful at ending the Depression. By 1938 Congress began to propose further spending and the New Deal came to an end. A year later, Roosevelt had new concerns when another major war broke out in Europe.

Social Conditions

The Great Depression was a sorrowful time for most Americans, and each group suffered in its own way. The marriage rate dropped steeply among all groups. Many young people who had left home to make a living had to return to live with their families. Often, several families were forced to share the same small living quarters.

Poor farmers living on the Great Plains watched their lands blow away in **dust storms** brought on by drought. A dust storm is composed of dry, dusty winds that blow away topsoil. Farmers could neither grow crops nor sell their farms. Instead, thousands loaded their families and belongings into broken-down vehicles and headed west. They hoped to find jobs and security in California. Instead, most found overcrowded markets and dreary living conditions. Californians called people from Oklahoma "Okies" and those from Arkansas "Arkies."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TENNESSEE
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ALABAMA
GEORGIA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
WEST VIRGINIA
PENNSYLVANIA
NEW YORK
VERMONT
NEW HAMPSHIRE
MAINE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
MARYLAND
Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario
key
☐ major area of Dust Bowl
■ area of severe damage
- - - - - area covered by May 1934 dust storm

The Dust Bowl, 1933-1936

On May 12, 1934 huge dust storms covered the Empire State Building's observation ledges with a white film of dust.

On March 30, 1936 in Tucumcari, New Mexico, a huge dust storm caused complete darkness.

Men of all ages became **hoboes**. Hoboes were unemployed people who rode the railroads and walked the highways. They slept on the ground and ate whatever they could find. Some hoboes were looking for work; others had given up.

BEST COPY AVAILABLE

Sharecroppers were people who farmed the land of others and received a share of the crops. Often, they were deep in debt to the landowner and could not leave. Crop production was reduced by the Agricultural Adjustment Act (AAA). Usually, it was the sharecropper whose land was taken out of production.

In the South, African Americans were **segregated**, or separated, from whites. African Americans were prevented from voting, and denied educational opportunities. President Roosevelt and his wife Eleanor worked to improve conditions for African Americans. African-American administrators such as Dr. *Will W. Alexander* and *Mary McLeod Bethune* were brought in to assist in government programs.

Mary McLeod Bethune

Mary McLeod Bethune (1875-1955) was the daughter of former slaves. After graduating from college, she set up the Daytona Normal and Industrial School in 1904 for African-American women in Florida. It is now called Bethune-Cookman College. Bethune went on to be a well-respected educator and later became adviser to President Coolidge and adviser to President Roosevelt on minority problems. She was the first African American to head a government agency.

Eleanor Roosevelt also worked to improve political and economic conditions for American women. The Roosevelt administration appointed several women to important positions. One of the most important was *Frances Perkins*, who was the first woman Secretary of Labor.

Summary

Before President Franklin D. Roosevelt's term of office, Presidents were hesitant to involve the government in the economic affairs of the country. President Roosevelt, however, believed that the government should do whatever was necessary to aid those in financial distress. In his first two administrations, from 1932-1940, Roosevelt experimented with many new programs to end the Depression. They were intended to pump money into the American economy and get business moving again. He enacted bills to assist farmers, workers, needy people, and elderly people. His programs received both support and criticism, but they did not end the Great Depression.

For most people, however, Roosevelt's New Deal had helped restore confidence and belief in the United States. His government programs had helped save the American system of private enterprise. They showed that in bad times the federal government could play an active role in the economy. By the end of the decade, President Roosevelt's attention was turned to a new war in Europe.

Practice

Use the list below to complete the following statements.

Arkies
Bank Holiday
currency
dust storms
hoboes
inaugurated
New Deal
Okies
sharecroppers
soup kitchens

1. President Roosevelt called the temporary closure of all banks a

   ______________________ .

2. In the cities, hungry people went to ______________________ for a free meal.

3. When the President is ______________________ , he or she is sworn into office.

4. President Roosevelt promised to give the American people a

   ______________________ .

5. Another name for money is ______________________ .

6. Unemployed people who rode the rails during the Great Depression were called ______________________ .

7. Dry, dusty winds that blow away topsoil are

   ______________________ .

8. ______________________ farm other people's land for a share of the crops.

9. Californians called people from Oklahoma ______________________ and those from Arkansas ______________________ .

Practice

Describe what each of these provided.

1. Federal Deposit Insurance Corporation: ____________________

2. Social Security Act: ____________________

3. Agricultural Adjustment Act: ____________________

4. Tennessee Valley Authority: ____________________

Practice

Circle the letter of the correct answer.

1. The 32nd President of the United States was ____________ .

    a. Theodore Roosevelt
    b. Franklin Roosevelt
    c. Herbert Hoover

2. ____________ percent of the American people had lost jobs by 1933.

    a. 5
    b. 15
    c. 25

3. Many farmers refused to harvest their crops because ____________ .

    a. they couldn't get enough money for the crops
    b. they couldn't find farm workers to help harvest the crops
    c. they didn't need the money for the crops

4. A Bank Holiday was declared ____________ .

    a. because too many people had money to deposit
    b. because the bankers were tired and needed a vacation
    c. to protect the deposits of the public

5. An important reason for increasing the currency supply was to make more money available for people to ____________ .

    a. play the stock market
    b. receive wages and buy goods
    c. pay for soup kitchens

Practice

Match each **program description** *with the correct set of* **initials***. Write the letter on the line provided.*

______ 1. provided money to help people pay their mortgages

______ 2. helped bring electricity into Southern states

______ 3. employed young men to work in the nation's forest

______ 4. encouraged farmers to produce fewer crops

______ 5. gave money directly to the unemployed

______ 6. started a program to build roads and government buildings

A. AAA

B. CCC

C. FERA

D. FHA

E. PWA

F. TVA

Practice

Some people called **President Roosevelt's programs** *alphabet soup. Explain why you think the programs were called alphabet soup.*

Practice

Answer the following using complete sentences.

1. How did the CCC help the problem of unemployment? ______________________________

2. What might have happened to people's homes if there had been no FHA? ______________________________

3. Why did the AAA encourage farmers to grow fewer crops? ______________________________

4. Describe some ways the TVA probably changed the way people lived in the South. ______________________________

5. If your father had been in construction, which program might have helped him most? ______________________________

6. Give one reason some people criticized Roosevelt's programs.

Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct. If the statement is* **false**, *rewrite it to make it true on the lines provided.*

__________ 1. The purpose of the Social Security Act was to employ artists and writers.

____

____

__________ 2. Social Security required workers to set aside money in a government retirement program.

____

____

__________ 3. The Civilian Conservation Corps built highways.

____

____

__________ 4. Under Social Security, the government became responsible for the welfare of Americans for the first time.

____

____

____

__________ 5. The Wagner Act made it illegal for labor to organize.

____

____

__________ 6. The government got money to pay for the New Deal programs from other countries.

____

____

__________ 7. Some Americans believed the government spent too much money on relief and public works jobs.

____

____

Practice

The **New Deal** *cost the government a lot of money. Pretend you were a Senator or Representative who* **voted** *during the* **Great Depression**. *Which programs would you have* **favored** *(voted for) or* **opposed** *(voted against)? On the chart below, place a check under* **Favor** *or* **Oppose**. *Write a brief* **explanation** *for your vote.*

How Would You Vote?

Voting during the Depression

Program	Favor	Oppose	Why?
AAA			
FHA			
CCC			
TVA			
PWA			
Social Security			

Practice

How might **American history** *have been different* **without** *the* **New Deal***?*
Explain your ideas.

Practice

Read this generalization:

During the Great Depression, many people suffered.

Write **Yes** *by each statement that* **supports** *or agrees with this generalization.*
Write **No** *by each statement that does* **not support** *this generalization.*
Remember: A generalization is a broad statement about something.

__________ 1. Many young people could not find jobs and returned home.

__________ 2. The marriage rate increased during the Depression.

__________ 3. Farmers on the Great Plains lost their soil in dust storms.

__________ 4. People, called hoboes, rode the rails.

__________ 5. The AAA often caused sharecroppers to lose their land.

Write the name of the **person** *each description identifies.*

6. Wife of President Roosevelt: ______________________________

7. African-American woman who assisted in government programs:

____

8. First woman Secretary of Labor: ___________________________

Practice

Circle the letter of the correct answer.

1. More than 13 million people lost their jobs as a result of __________ .

    a. President Roosevelt's decision to close the banks
    b. the government regulation of the stock market
    c. severe economic conditions during the 1930s
    d. a law which allowed workers to organize and bargain

2. As a result of the Social Security Act, __________ .

    a. American women got the right to vote
    b. making and selling alcoholic beverages became legal
    c. segregation came to an end in the United States
    d. people were required to make small monthly payments into a government retirement plan

3. Young men were employed to conserve lakes, forests, and national parks by the __________ .

    a. CCC
    b. FERA
    c. AAA
    d. FHA

4. The Tennessee Valley Authority provided the South with __________ .

    a. millions of dollars in direct relief
    b. money to pay for rent and mortgages on homes
    c. a system of dams that created electricity
    d. land for sharecroppers

5. Shortly after President Roosevelt was reelected to a second term, the American economy __________ .

    a. was out of the Depression
    b. went into a slump and unemployment increased
    c. was beginning to improve
    d. was richer than ever before

6. During the Depression, the marriage rate in the United States ____________ .

   a. dropped very low
   b. almost doubled
   c. remained the same as before the Depression
   d. increased slightly

7. The Agricultural Adjustment Act caused farmers to ____________ .

   a. get higher prices for their crops
   b. produce more crops than ever before
   c. grow fewer crops in order to raise prices
   d. leave their farms on the Great Plains

8. President Roosevelt's wife was named ____________ .

   a. Frances
   b. Mary
   c. Arkie
   d. Eleanor

9. All of the following were criticisms of the New Deal **except** ____________ .

   a. the government programs cost too much
   b. very few poor people received any benefits
   c. direct relief destroyed people's self-respect
   d. people with money had to pay the highest taxes

10. By 1939 Franklin D. Roosevelt was very concerned about ____________ .

   a. trade with countries in Asia
   b. relations between the United States and Latin America
   c. fighting between nations in Europe
   d. revolution in the United States

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. federal program that helped people pay the mortgages on their homes

______ 2. law passed in 1935 to help people who are unemployed or retired, people with disabilities, and dependent mothers with children

______ 3. federal program that hired people to build public works such as bridges, government buildings, and power plants

______ 4. law passed in 1935 which made it legal for workers to join labor unions

______ 5. federal project to build a system of dams on the Tennessee River and its tributaries

______ 6. federal program that hired young men ages 28-25 to help conserve the nation's lakes, forests, and national parks

______ 7. federal program that provided direct relief to the unemployed

______ 8. law passed in 1933 to raise crop prices by paying farmers not to produce crops

A. Agricultural Adjustment Act

B. Civilian Conservation Corps

C. Federal Emergency Relief Act

D. Federal Housing Administration

E. Public Works Administration

F. Social Security Act

G. Tennessee Valley Authority

H. Wagner Act

Practice

Use the list below to write the correct term for each definition on the line provided.

Bank Holiday
currency
dust storms
hoboes
inaugurated
New Deal
Okies
segregate
sharecroppers
soup kitchens

____________________ 1. people who farmed other people's land for a share of the crops

____________________ 2. places where people could receive one free meal a day during the Depression

____________________ 3. dry, dusty winds that blow away topsoil

____________________ 4. unemployed people who rode the railroads and walked the highways during the Great Depression

____________________ 5. an order by Franklin Roosevelt closing all banks for several days in 1933 while a program was developed to protect the deposits of the public

____________________ 6. money

____________________ 7. Roosevelt's plan for ending the Depression

____________________ 8. the President formally takes office

____________________ 9. to separate people on the basis of color

____________________ 10. farmers from the Great Plains who went to California

Appendices

Mayflower Compact 1620

Agreement Between the Settlers at New Plymouth: 1620

IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. IN WITNESS whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini; 1620.

Mr. John Carver
Mr. William Bradford
Mr. Edward Winslow
Mr. William Brewster
Isaac Allerton
Myles Standish
John Alden
John Turner
Francis Eaton
James Chilton
John Craxton
John Billington
Joses Fletcher
John Goodman
Mr. Samuel Fuller
Mr. Christopher Martin
Mr. William Mullins
Mr. William White
Mr. Richard Warren
John Howland
Mr. Steven Hopkins
Digery Priest
Thomas Williams
Gilbert Winslow
Edmund Margesson
Peter Brown
Richard Britteridge
George Soule
Edward Tilly
John Tilly
Francis Cooke
Thomas Rogers
Thomas Tinker
John Ridgdale
Edward Fuller
Richard Clark
Richard Gardiner
Mr. John Allerton
Thomas English
Edward Doten
Edward Liester

The United States Constitution

The titles of articles, sections, and clauses are not part of the original document. They have been added to help you find information. *Some words or lines are crossed out because they have been changed by amendments or no longer apply.*

Preamble. *Purpose of the Constitution*

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article 1. *The Legislature*

Section 1. Congress

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives

Clause 1. Elections: The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Clause 2. Qualifications: No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Clause 3. Number of Representatives: Representatives ~~and direct Taxes~~ shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, ~~which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons~~. The actual Enumeration shall be

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made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; ~~and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three~~.

Clause 4. Vacancies: When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

Clause 5. Officers and Impeachment: The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate

Clause 1. Numbers: The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Clause 2. Classifying Terms: ~~Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies~~.

Clause 3. Qualifications: No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

Clause 4. Role of Vice-President: The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

Clause 5. Officers: The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

Clause 6. Impeachment Trials: The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Clause 7. Punishment for Impeachment: Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section 4. Congressional Elections

Clause 1. Regulations: The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, ~~except as to the Places of chusing Senators~~.

Clause 2. Sessions: The Congress shall assemble at least once in every Year, ~~and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day~~.

Section 5. Rules and Procedures

Clause 1. Quorum: Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Clause 2. Rules and Conduct: Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Clause 3. Congressional Records: Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Clause 4. Adjournment: Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. Payment and Privileges

Clause 1. Salary: The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

Clause 2. Restrictions: No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7. How a Bill Becomes a Law

Clause 1. Tax Bills: All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Clause 2. Law-Making Process: Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Clause 3. Role of the President: Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. Powers Granted to Congress

Clause 1. Taxation: The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

Clause 2. Credit: To borrow Money on the credit of the United States;

Clause 3. Commerce: To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

Clause 4. Naturalization, Bankruptcy: To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

Clause 5. Money: To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

Clause 6. Counterfeiting: To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

Clause 7. Post Office: To establish Post Offices and post Roads;

Clause 8. Patents, Copyrights: To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

Clause 9. Federal Courts: To constitute Tribunals inferior to the supreme Court;

Clause 10. International Law: To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

Clause 11. War: To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

Clause 12. Army: To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

Clause 13. Navy: To provide and maintain a Navy;

Clause 14. Regulation of Armed Forces: To make Rules for the Government and Regulation of the land and naval Forces;

Clause 15. Militia: To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

Clause 16. Regulations for Militia: To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

Clause 17. District of Columbia: To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

Clause 18. Elastic Clause: To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9. Power Denied Congress

Clause 1. Slave Trade: ~~The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person~~.

Clause 2. Habeas Corpus: The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

Clause 3. Illegal Punishment: No Bill of Attainder or ex post facto Law shall be passed.

Clause 4. Direct Taxes: No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

Clause 5. Export Taxes: No Tax or Duty shall be laid on Articles exported from any State.

Clause 6. No Favorites: No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

Clause 7. Public Money: No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

Clause 8. Titles of Nobility: No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. Powers Denied the States

Clause 1. Restrictions: No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

Clause 2. Import and Export Taxes: No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

Clause 3. Peacetime and War Restraints: No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article 2. *The Executive*

Section 1. The Presidency

Clause 1. Terms of Office: The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Clause 2. Electoral College: Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

Clause 3. Former Method of Electing President: ~~The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the~~

~~greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.~~

Clause 4. Election Day: The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

Clause 5. Qualification: No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

Clause 6. Succession: In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

Clause 7. Salary: The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Clause 8. Oath of Office: Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 2. Powers of the President

Clause 1. Military Powers: The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may

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require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

Clause 2. Treaties, Appointments: He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

Clause 3. Vacancies: The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. Presidential Duties

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. Impeachment

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article 3. *The Judiciary*

Section 1. Federal Courts and Judges

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. The Courts' Authority

Clause 1. General Authority: The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;—between a State and Citizens of another State;—between Citizens of different States,—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

Clause 2. Supreme Court: In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

Clause 3. Trial by Jury: The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. Treason

Clause 1. Definition: Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the

Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

Clause 2. Punishment: The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article 4. *Relations among States*

Section 1. State Acts and Records

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. Rights of Citizens

Clause 1. Citizenship: The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

Clause 2. Extradition: A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

~~**Clause 3. Fugitive States:** No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.~~

Section 3. New States

Clause 1. Admission: New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

Clause 2. Congressional Authority: The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. Guarantees to the States

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

Article 5. *Amending the Constitution*

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided ~~that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that~~ no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article 6. *Supremacy of the National Government*

Section 1. Valid Debts

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

Section 2. Supreme Law

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

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Section 3. Loyalty to Constitution

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article 7. *Ratification*

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

George Washington—President and deputy from Virginia

[Signed also by the deputies of twelve States.]

Delaware:
George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland:
James McHenry
Dan of Saint Thomas Jenifer
Daniel Carroll

Virginia:
John Blair
James Madison Jr.

North Carolina:
William Blount
Richard Dobbs Spaight
Hugh Williamson

South Carolina:
John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

Georgia:
William Few
Abraham Baldwin

New Hampshire:
John Langdon
Nicholas Gilman

Massachusetts:
Nathaniel Gorham
Rufus King

Connecticut:
William Samuel Johnson
Roger Sherman

New York:
Alexander Hamilton

New Jersey:
William Livingston
David Brearley
William Paterson
Jonathan Dayton

Pennsylvania:
Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas FitzSimons
Jared Ingersoll
James Wilson
Governeur Morris

Attest William Jackson, Secretary

Amendments to the Constitution

Amendments to the Constitution 1-10

(see Appendix E: The Bill of Rights)

> The first 10 amendments were added to the Constitution in 1791 and are called the *Bill of Rights.*

Amendments 11-27 of the Constitution

Amendment 11: Lawsuits against States (1798)

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment 12: Election of Executives (1804)

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;—The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.—The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Amendment 13: Slavery Abolished (1865)

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment 14: Civil Rights (1868)

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Amendment 15: Right to Vote (1870)

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 16: Income Tax (1913)

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Amendment 17: Direct Election of Senators (1913)

Clause 1. The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

Clause 2. When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

Clause 3. This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment 18: Prohibition (1919)
Repealed by Amendment 21.

Section 1. ~~After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.~~

Section 2. ~~The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.~~

Section 3. ~~This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.~~

Amendment 19: Women Suffrage (1920)

Clause 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Clause 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment 20: "Lame Duck" Sessions (1933)

Section 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them,

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and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Amendment 21: Repeal of Prohibition (1933)

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment 22: Limit on Presidential Terms (1951)

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Amendment 23: Voting in District of Columbia (1961)

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 24: Abolition of Poll Taxes (1964)

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 25: Presidential Disability, Succession (1967)

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment 26: 18-Year-Old Vote (1971)

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 27: Congressional Pay (1992)

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

The Declaration of Independence

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

> He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

The 56 signatures on the Declaration appear in the positions indicated:

[Column 1]
Georgia:
Button Gwinnett
Lyman Hall
George Walton

[Column 2]
North Carolina:
William Hooper
Joseph Hewes
John Penn

South Carolina:
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

[Column 3]
Massachusetts:
John Hancock

Maryland:
Samuel Chase
William Paca
Thomas Stone
Charles Carroll of Carrollton

Virginia:
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

[Column 4]
Pennsylvania:
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware:
Caesar Rodney
George Read
Thomas McKean

[Column 5]
New York:
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey:
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

[Column 6]
New Hampshire:
Josiah Bartlett
William Whipple

Massachusetts:
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island:
Stephen Hopkins
William Ellery

Connecticut:
Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

New Hampshire:
Matthew Thornton

The Articles of Confederation and Perpetual Union

Between The States Of

New Hampshire, Massachusetts bay Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

ARTICLE I. The Style of this Confederacy shall be "The United States of America".

ARTICLE II. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

ARTICLE III. The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

ARTICLE IV. The better to secure and perpetuate mutual friendship and intercourse among the people of the different States in this Union, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall free ingress and regress to and from any other State, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties, impositions, and restrictions as the inhabitants thereof respectively, provided that such restrictions shall not extend so far as to prevent the removal of property imported into any State, to any other State, of which the owner is an inhabitant; provided also that no imposition, duties or restriction shall be laid by any State, on the property of the United States, or either of them.

If any person guilty of, or charged with, treason, felony, or other high misdemeanor in any State, shall flee from justice, and be found in any of the United States, he shall, upon demand of the Governor or executive power of the State from which he fled, be delivered up and removed to the State having jurisdiction of his offense.

Full faith and credit shall be given in each of these States to the records, acts, and judicial proceedings of the courts and magistrates of every other State.

ARTICLE V. For the most convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislatures of each State shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each State to recall its delegates, or any of them, at any time within the year, and to send others in their stead for the remainder of the year.

No State shall be represented in Congress by less than two, nor more than seven members; and no person shall be capable of being a delegate for more than three years in any term of six years; nor shall any person, being a delegate, be capable of holding any office under the United States, for which he, or another for his benefit, receives any salary, fees or emolument of any kind.

Each State shall maintain its own delegates in a meeting of the States, and while they act as members of the committee of the States.

In determining questions in the United States in Congress assembled, each State shall have one vote.

Freedom of speech and debate in Congress shall not be impeached or questioned in any court or place out of Congress, and the members of Congress shall be protected in their persons from arrests or imprisonments, during the time of their going to and from, and attendence on Congress, except for treason, felony, or breach of the peace.

ARTICLE VI. No State, without the consent of the United States in Congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance or treaty with any King, Prince or State; nor shall any person holding any office of profit or trust under the United States, or any of them, accept any present, emolument, office or title of any kind whatever from any King, Prince or foreign State; nor shall the United States in Congress assembled, or any of them, grant any title of nobility.

No two or more States shall enter into any treaty, confederation or alliance whatever between them, without the consent of the United States in

Congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No State shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the United States in Congress assembled, with any King, Prince or State, in pursuance of any treaties already proposed by Congress, to the courts of France and Spain.

No vessel of war shall be kept up in time of peace by any State, except such number only, as shall be deemed necessary by the United States in Congress assembled, for the defense of such State, or its trade; nor shall any body of forces be kept up by any State in time of peace, except such number only, as in the judgement of the United States in Congress assembled, shall be deemed requisite to garrison the forts necessary for the defense of such State; but every State shall always keep up a well-regulated and disciplined militia, sufficiently armed and accoutered, and shall provide and constantly have ready for use, in public stores, a due number of filed pieces and tents, and a proper quantity of arms, ammunition and camp equipage.

No State shall engage in any war without the consent of the United States in Congress assembled, unless such State be actually invaded by enemies, or shall have received certain advice of a resolution being formed by some nation of Indians to invade such State, and the danger is so imminent as not to admit of a delay till the United States in Congress assembled can be consulted; nor shall any State grant commissions to any ships or vessels of war, nor letters of marque or reprisal, except it be after a declaration of war by the United States in Congress assembled, and then only against the Kingdom or State and the subjects thereof, against which war has been so declared, and under such regulations as shall be established by the United States in Congress assembled, unless such State be infested by pirates, in which case vessels of war may be fitted out for that occasion, and kept so long as the danger shall continue, or until the United States in Congress assembled shall determine otherwise.

ARTICLE VII. When land forces are raised by any State for the common defense, all officers of or under the rank of colonel, shall be appointed by the legislature of each State respectively, by whom such forces shall be raised, or in such manner as such State shall direct, and all vacancies shall be filled up by the State which first made the appointment.

ARTICLE VIII. All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State, granted or surveyed for any person, as such land and the buildings and improvements thereon shall be estimated according to such mode as the United States in Congress assembled, shall from time to time direct and appoint.

The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several States within the time agreed upon by the United States in Congress assembled.

ARTICLE IX. The United States in Congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article—of sending and receiving ambassadors—entering into treaties and alliances, provided that no treaty of commerce shall be made whereby the legislative power of the respective States shall be restrained from imposing such imposts and duties on foreigners, as their own people are subjected to, or from prohibiting the exportation or importation of any species of goods or commodities whatsoever—of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the United States shall be divided or appropriated—of granting letters of marque and reprisal in times of peace—appointing courts for the trial of piracies and felonies commited on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of Congress shall be appointed a judge of any of the said courts.

The United States in Congress assembled shall also be the last resort on appeal in all disputes and differences now subsisting or that hereafter may arise between two or more States concerning boundary, jurisdiction or any other causes whatever; which authority shall always be exercised in the manner following. Whenever the legislative or executive authority or lawful agent of any State in controversy with another shall present a petition to Congress stating the matter in question and praying for a hearing, notice thereof shall be given by order of Congress to the legislative or executive authority of the other State in controversy, and a day assigned for the appearance of the parties by their lawful agents, who shall then be directed to appoint by joint consent, commissioners or judges to constitute a court for hearing and determining the matter in question: but if they cannot agree, Congress shall name three persons out of each of the United States, and from the list of such persons each party shall alternately strike out one, the petitioners beginning, until the number shall be reduced to thirteen; and from that number not less than seven, nor more than nine names as Congress shall direct, shall in the presence of Congress be drawn out by lot, and the persons whose names shall be so drawn or any five of them, shall be commissioners or judges, to hear and finally determine the controversy, so always as a major part of the judges who shall hear the cause shall agree in the determination: and if either party shall neglect to attend at the day appointed, without showing reasons, which Congress shall judge sufficient, or being present shall refuse to strike, the Congress shall proceed to nominate three persons out of each State, and the secretary of Congress shall strike in behalf of such party absent or refusing; and the judgement and sentence of the court to be appointed, in the manner before prescribed, shall be final and conclusive; and if any of the parties shall refuse to submit to the authority of such court, or to appear or defend their claim or cause, the court shall nevertheless proceed to pronounce sentence, or judgement, which shall in like manner be final and decisive, the judgement or sentence and other proceedings being in either case transmitted to Congress, and lodged among the acts of Congress for the security of the parties concerned: provided that every commissioner, before he sits in judgement, shall take an oath to be administered by one of the judges of the supreme or superior court of the State, where the cause shall be tried, 'well and truly to hear and determine the matter in question, according to the best of his judgement, without favor, affection or hope of reward': provided also, that no State shall be deprived of territory for the benefit of the United States.

All controversies concerning the private right of soil claimed under different grants of two or more States, whose jurisdictions as they may respect such lands, and the States which passed such grants are adjusted, the said grants or either of them being at the same time claimed to have originated antecedent to such settlement of jurisdiction, shall on the petition of either party to the Congress of the United States, be finally determined as near as may be in the same manner as is before presecribed for deciding disputes respecting territorial jurisdiction between different States.

The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States—fixing the standards of weights and measures throughout the United States—regulating the trade and managing all affairs with the Indians, not members of any of the States, provided that the legislative right of any State within its own limits be not infringed or violated—establishing or regulating post offices from one State to another, throughout all the United States, and exacting such postage on the papers passing through the same as may be requisite to defray the expenses of the said office—appointing all officers of the land forces, in the service of the United States, excepting regimental officers—appointing all the officers of the naval forces, and commissioning all officers whatever in the service of the United States—making rules for the government and regulation of the said land and naval forces, and directing their operations.

The United States in Congress assembled shall have authority to appoint a committee, to sit in the recess of Congress, to be denominated 'A Committee of the States', and to consist of one delegate from each State; and to appoint such other committees and civil officers as may be necessary for managing the general affairs of the United States under their direction—to appoint one of their members to preside, provided that no person be allowed to serve in the office of president more than one year in any term of three years; to ascertain the necessary sums of money to be raised for the service of the United States, and to appropriate and apply the same for defraying the public expenses—to borrow money, or emit bills on the credit of the United States, transmitting every half-year to the respective States an account of the sums of money so borrowed or emitted—to build and equip a navy—to agree upon the number of land forces, and to make requisitions from each State for its quota, in proportion to the number of white inhabitants in such State; which requisition shall be binding, and thereupon the legislature of each State shall appoint the regimental officers, raise the men and cloath, arm and equip them in a solid-like manner, at the expense of the United States; and the officers and men so cloathed, armed and equipped shall march to the place appointed, and within the time agreed on by the United States in Congress assembled. But if the United States in Congress assembled shall, on consideration of circumstances judge proper that any State should not raise men, or should raise a smaller number of men than the quota thereof, such extra number shall be raised, officered, cloathed, armed and equipped in the same manner as the quota of each State, unless the legislature of such State shall judge that such extra number cannot be safely spread out in the same, in which case they shall raise, officer, cloath, arm and equip as many of such extra number as they judeg can be safely spared. And the officers and men so cloathed, armed, and equipped, shall march to the place appointed, and within the time agreed on by the United States in Congress assembled.

The United States in Congress assembled shall never engage in a war, nor grant letters of marque or reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expenses necessary for the defense and welfare of the United States, or any of them, nor emit bills, nor borrow money on the credit of the United States, nor appropriate money, nor agree upon the number of vessels of war, to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine States assent to the same: nor shall a question on any other point, except for adjourning from day to day be determined, unless by the votes of the majority of the United States in Congress assembled.

The Congress of the United States shall have power to adjourn to any time within the year, and to any place within the United States, so that no period of adjournment be for a longer duration than the space of six months, and shall publish the journal of their proceedings monthly, except such parts thereof relating to treaties, alliances or military operations, as in their judgement require secrecy; and the yeas and nays of the delegates of each State on any question shall be entered on the journal, when it is desired by any delegates of a State, or any of them, at his or their request shall be furnished with a transcript of the said journal, except such parts as are above excepted, to lay before the legislatures of the several States.

ARTICLE X. The Committee of the States, or any nine of them, shall be authorized to execute, in the recess of Congress, such of the powers of Congress as the United States in Congress assembled, by the consent of the nine States, shall from time to time think expedient to vest them with; provided that no power be delegated to the said Committee, for the exercise of which, by the Articles of Confederation, the voice of nine States in the Congress of the United States assembled be requisite.

ARTICLE XI. Canada acceding to this confederation, and adjoining in the measures of the United States, shall be admitted into, and entitled to all the advantages of this Union; but no other colony shall be admitted into the same, unless such admission be agreed to by nine States.

ARTICLE XII. All bills of credit emitted, monies borrowed, and debts contracted by, or under the authority of Congress, before the assembling of the United States, in pursuance of the present confederation, shall be deemed and considered as a charge against the United States, for payment and satisfaction whereof the said United States, and the public faith are hereby solemnly pleged.

ARTICLE XIII. Every State shall abide by the determination of the United States in Congress assembled, on all questions which by this confederation are submitted to them. And the Articles of this Confederation shall be inviolably observed by every State, and the Union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them; unless such alteration be agreed to in a Congress of the United States, and be afterwards confirmed by the legislatures of every State.

And Whereas it hath pleased the Great Governor of the World to incline the hearts of the legislatures we respectively represent in Congress, to approve of, and to authorize us to ratify the said Articles of Confederation and perpetual Union. Know Ye that we the undersigned delegates, by virtue of the power and authority to us given for that purpose, do by these presents, in the name and in behalf of our respective constituents, fully and entirely ratify and confirm each and every of the said Articles of Confederation and perpetual Union, and all and singular the matters and things therein contained: And we do further solemnly plight and engage the faith of our respective constituents, that they shall abide by the determinations of the United States in Congress assembled, on all questions, which by the said Confederation are submitted to them. And that the Articles thereof shall be inviolably observed by the States we respectively represent, and that the Union shall be perpetual. In Witness whereof, we have hereunto set our hands in Congress. Done at Philadelphia, in the State of Pennsylvania, the 9th day of July, in the Year of our Lord 1778, and in the third year of the independence of America.

New Hampshire:
Josiah Bartlett
John Wentworth, Jr.

Massachusetts Bay:
John Hancock
Samuel Adams
Elbridge Gerry
Francis Dana
James Lovell
Samuel Holten

Rhode Island and Providence Plantations:
William Ellery
Henry Marchant
John Collins

Connecticut:
Roger Sherman
Samuel Huntington
Oliver Wolcott
Titus Hosmer
Andrew Adams

New York:
James Duane
Francis Lewis
William Duer
Governeur Morris

New Jersey:
John Witherspoon
Nathaniel Scudder

Pennsylvania:
Robert Morris
Daniel Roberdeau
John Bayard Smith
William Clingan
Joseph Reed

Delaware:
Thomas M'Kean
John Dickinson
Nicholas Van Dyke

Maryland:
John Hanson
Daniel Carroll

Virginia:
Richard Henry Lee
John Banister
Thomas Adams
John Harvie
Francis Lightfoot Lee

North Carolina:
John Penn
Cornelius Harnett
John Williams

South Carolina:
Henry Laurens
Will Henry Drayton
John Mathews
Richard Hutson
Thomas Hayward, Jr.

Georgia:
John Walton
Edward Telfair
Edward Longworthy

The Bill of Rights

Amendments 1-10 of the Constitution

The Conventions of a number of the States having, at the time of adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added, and as extending the ground of public confidence in the Government will best insure the beneficent ends of its institution;

Resolved, by the Senate and House of Representatives of the United States of America, in Congress assembled, two-thirds of both Houses concurring, that the following articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States; all or any of which articles, when ratified by three-fourths of the said Legislatures, to be valid to all intents and purposes as part of the said Constitution, namely:

Amendment 1: Religious and Political Freedom (1791)

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment 2: Right to Bear Arms (1791)

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment 3: Quartering Troops (1791)

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment 4: Search and Seizure (1791)

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5: Rights of Accused Person (1791)

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6: Right to a Speedy, Public Trial (1791)

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment 7: Trial by Jury in Civil Cases (1791)

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment 8: Limits of Fines and Punishments (1791)

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9: Rights of People (1791)

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 10: Powers of States and People (1791)

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

The Presidents of the United States

1. George Washington (1789-1797)
2. John Adams (1797-1801)
3. Thomas Jefferson (1801-1809)
4. James Madison (1809-1817)
5. James Monroe (1817-1825)
6. John Quincy Adams (1825-1829)
7. Andrew Jackson (1829-1837)
8. Martin Van Buren (1837-1841)
9. William Henry Harrison (1841)
10. John Tyler (1841-1845)
11. James K. Polk (1845-1849)
12. Zachary Taylor (1849-1850)
13. Millard Fillmore (1850-1853)
14. Franklin Pierce (1853-1857)
15. James Buchanan (1857-1861)
16. Abraham Lincoln (1861-1865)
17. Andrew Johnson (1865-1869)
18. Ulysses S. Grant (1869-1877)
19. Rutherford B. Hayes (1877-1881)
20. James Garfield (1881)
21. Chester Arthur (1881-1885)
22. Grover Cleveland (1885-1889)
23. Benjamin Harrison (1889-1893)
24. Grover Cleveland (1893-1897)
25. William McKinley (1897-1901)
26. Theodore Roosevelt (1901-1909)
27. William Howard Taft (1909-1913)
28. Woodrow Wilson (1913-1921)
29. Warren G. Harding (1921-1923)
30. Calvin Coolidge (1923-1929)
31. Herbert C. Hoover (1929-1933)
32. Franklin D. Roosevelt (1933-1945)
33. Harry S Truman (1945-1953)
34. Dwight D. Eisenhower (1953-1961)
35. John F. Kennedy (1961-1963)
36. Lyndon B. Johnson (1963-1969)
37. Richard M. Nixon (1969-1974)
38. Gerald R. Ford (1974-1977)
39. James Earl "Jimmy" Carter (1977-1981)
40. Ronald Reagan (1981-1989)
41. George H. Bush (1989-1993)
42. William Jefferson "Bill" Clinton (1993-2001)
43. George W. Bush (2001-)

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Production Software

Adobe PageMaker 6.5. Mountain View, CA: Adobe Systems.

Adobe Photoshop 5.0. Mountain View, CA: Adobe Systems.

Macromedia Freehand 8.0. San Francisco: Macromedia.

Microsoft Word 98. Redmond, WA: Microsoft.

Florida Department of Education
Charlie Crist, Commissioner

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